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ABSTRACT

This publication contains numerous selected curriculum units for grades 7-12 that were developed by teachers in the Utica (New York) Public Schools in Phase I and II of Project Search during 1972-73 and 1973-74. The units included represent a wide cross-section of subject areas and grade levels. Units are presented for the subjects of art, business education, English, foreign language, home economics, industrial arts and vocational education, mathematics, music, physical education, science, and social studies. Each curriculum unit is presented in a standardized format organized according to subject area/grade level, concepts and generalizations, learning objectives, learning experiences, valuing experiences, resources and materials, and evaluation procedures. (JG)

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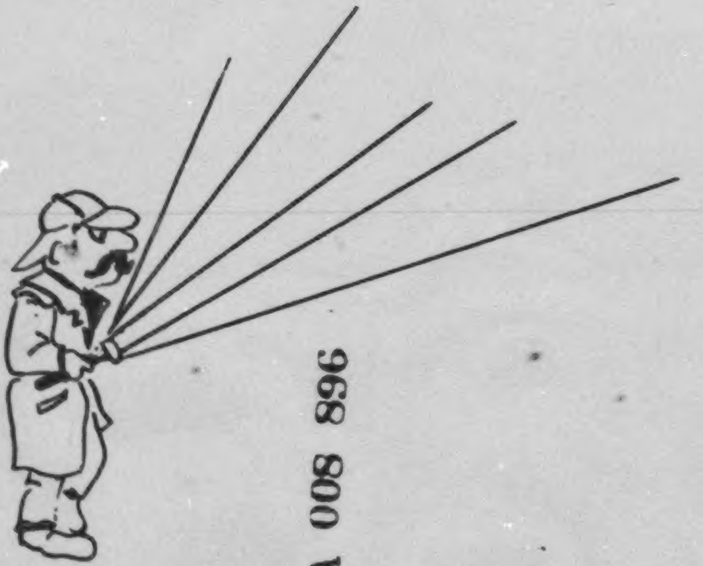

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PROJECT SEARCH

SECONDARY CURRICULUM UNITS

Grades 7 - 12

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August, 1974

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FOREWARD

This brochure contains selected secondary curriculum units, grades 7-12, for the Utica Public Schools developed in Phases I and II of Project Search during the 1972-73 and 1973-74 school years.

It is intended that these units serve as representative samples to all professional staff members as part of the on-going curriculum planning inherent in each teacher's responsibility. The format design in which the units are presented exemplifies the interdisciplinary approach to curriculum, a major objective of Project Search and a necessary step toward the unification of learning experiences for the students, the ultimate goals of Utica's curriculum revision commitment.

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SECONDARY ART

10

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
CRAFT **UNIT TOPIC** **JEWELRY** **GRADE AGE LEVEL** Grades 7 - 8 **LENGTH OF TIME** 10 - 12 Weeks Submitted by Juliette Armek	**MAN & HIS SELF IMAGE** Man has always sought to enhance his person through decoration of himself **MAN & HIS PHYSICAL ENVIRONMENT** Man from the beginning of time has created artifacts from bits and pieces found in his surroundings. Today for ecological reasons he can re-use items to decorate his person **MAN AT PLAY** Man needs hobbies for his mental well being. Crafts such as jewelry making) afford an enjoyable and therapeutic pastime.	**AFFECTIVE** Given a field trip to a dime store and a good jewelry store students will be able to distinguish between good and poor design materials and craftmanship of at least 2 3 pieces **COGNITIVE** Given many types of jewelry from different cultures both classical and fad students will compile a booklet representing some of these types of jewelry and correctly classify and label them (at least 70% of them) **PSYCHOMOTOR** Given a lesson on Indian jewelry students will create their own original design that reflects Indian Art incorporating at least 3 aspects of Indian design. **PSYCHOMOTOR** Given the evaluations of students original designs students will choose one design and execute it as a hand made clay beads and will complete at least one project. **PSYCHOMOTOR** Given a lesson on macramé, students will macrame an accessory of their own design **PSYCHOMOTOR** Given their collected pictures of different pieces of jewelry from different cultures, students will choose one and imitate it as closely as possible with the art materials and collected items that are available.	Make a collection box (ecology box) of materials that can be used for jewelry making. Make lists of materials that can be used in jewelry making and categorize them according to quantity available and quality of materials for permanent and/or functional pieces of jewelry Reasoning Skill Classificatory Horizontal Classification reasoning Invite local jewelers craftsmen (women) to come and discuss and show their skills (alternative visit them) Discuss the use of jewelry making as a pastime in occupational therapy in mental hospitals and old age homes and job opportunities in the area. Have students write to good jewelry manufacturers for brochures and information on their particular kind of jewelry. Have students create their own pieces of jewelry out of collected items in ecology boxes. Make a collage using pieces of old jewelry or things collected to make jewelry.	**ENGLISH** Assign each student a short paper on jewelry from different cultures and why certain designs were used or certain types of jewelry were worn and/or the superstitions behind certain jewelry symbols stones and metals their origins, uses, etc **HOME ECONOMICS** Coordinate fashion with use of jewelry Discuss when a scarf is ornamental (a piece of jewelry?) and when it is functional or utilitarian Likewise for other accoutrements (new experience for males) **INDUSTRIAL ARTS** Use of wood (which is best) and woodwork, metal work soldering Uses of Industrial Art tools and machines can be shown and utilized by students (new experience for females). **SOCIAL STUDIES** Correlate studies of ancient world, American Indians African Indians (Eastern) with study of jewelry design. **SCIENCE** Study of metals and stones (geology)- vocabulary - physics of balance in creating jewelry.	VALUE CONFRONTATION 1 Due to today s shortages in our diminishing world should we forsake our practical needs for the pursuit of the aesthetic? In view of man s practical technological dilemmas, should man s energies and resources be directed to only functional and practical design rather than art purely for ornamentation? 2 **POSSIBLE ALTERNATIVES** We need beauty for spiritual survival We can exist only on a practical level Adorning ourselves gives other gratifications, other than egotistical pleasure Adorning ourselves creates in man leaser desires, such as envy, jealousy, robbery etc Adornment gives man individuality and dignity Adornment represents to man symbolic and sentimental meaning. (Such as wedding bands charm bracelets head hunter belts) 3 **CONSEQUENCES** If one concentrates solely on the spiritual side of life, one might neglect the practical needs for survival. However, if one ignores the spiritual needs life can become monotonous and colorless. If adornment is sought purely on a superficial level it can be aesthetically pleasing, but the person may also be reflecting shallowness of insight into life and other people. Man would find other reasons to rob, murder and envy even if people did not have beautiful and expensive jewelry. Man can seek other ways to proclaim his individuality. This type of individually may only be superficial. Man does not need symbols, mementoes and souvenirs. Man's memory is stimulated by visual representations and symbols. Records of the past are important to man's present and future. 4. **BEST ALTERNATIVE**: Man must seek a balance between the pursuit of his practical needs and his spiritual or aesthetic needs. (The Golden Mean). Ideally, having to forsake neither except in dire circumstances, the practical needs for everyday survival must have pre-eminence over aesthetic desires. 5. **INTERNALIZATION**: Students will have developed insights into the necessity of the aesthetic for spiritual enrichment, and the implications of personal adornment for reasons other than superficial appearance. They will view their jewelry and others with a new respect for the many possible reasons why it is worn or was made. 6. **RE-EVALUATION**: Is our age, in need of spiritual sacrifice, aesthetic denial?	Arts and Activities Magazine (past and current issues) Books: Bonner Mary Graham Made in Canada Alfred A Knopf, Inc New York 1943 Carlson Bernice Wells Make it Yourself. Pierce and Smith, 1950 D Amato, Janet & Alex African Crafts For You To Make Simon and Schuster, Inc N.Y. 1969 Hopsinde, Robert Indian Beadwork William Morrow and Co New York 1958 International Graphic Society The Arts of Mankind, Esco Publishing Co., 1962 Price, Christine, Made in the Renaissance. E.P. Dutton and Company, Inc. New York. Seidelman, Robert and Grace Mintonye, Creating With Wood, Macmillian Company, London, 1969. Wychoff, Joan, McCalls Golden Do It Book, McCall Corporation and Golden Press, Inc. New York, 1964. Zarchy, Harry, Creative Hobbies, Alfred A. Knopf, Inc., New York, 1960. Filmstrips: Pop Art filmstrip on Design. Op Art filmstrip on Design Geometric Designs, filmstrip Slides: On Indian Art.	Students' ecology boxes will contain varied types of collected material Students' lists will be at least 1 notebook page in length and accurate according to classification and contain notes by certain materials experimented with and how they worked or didn't in combination with other materials. Students will write evaluations and subjective reactions to visiting craftsmen Students' letters to manufacturers will be in correct business form Students' pieces of jewelry will be judged according to good personal and original design good use or non-use of color, selection of materials and how will they combine functionally and aesthetically how functional the piece of jewelry is, and how durable it is. Students' collages will be judged according to: successful communication of the idea of jewelry, good use of color, good use of shape and line, overall effect, and neatness

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ART UNIT TOPIC SCULPTURE GRADE AGE LEVEL 7-8 Grade LENGTH OF UNIT 12 Weeks Submitted by: Naomi Elow Seymour School	**MAN AS CREATOR** Sculpture has been a form of man's expression throughout civilization. **MAN AND HIS GODS** Man has used sculpture as an expression of religious feeling in various cultures. **MAN AND HIS INTIMATES** Man, as a sculptor, has revealed his life style and personal feelings through the use of clay, wood, plastic and marble. **MAN AND LEISURE** Sculpture has recently become an important part of modern man's leisure time experience Modern materials, i.e., plastics, polymers, resins, have influenced man's sculptural expressions. The same themes reoccur throughout the history of sculpture.	COGNITIVE, PSYCHOMOTOR Given 3 examples of sculpture of the human form, the student will create a scuplture which symbolizes modern man COGNITIVE Given slides of religious sculpture, the student will write a paper comparing midieval and contemporary forms. COGNITIVE Given slides of famous sculptures, the student will analyze through discussion, the period of history from which it evolved. COGNITIVE, PSYCHOMOTOR Given slides of contemporary sculptors, the student will create, in plastic, a sculpture which symbolizes man at play. COGNITIVE, PSYCHOMOTOR Given the fact that sculpture often depicts historical circumstances, the student will create a sculpture and "dress" it in a style of a different era. COGNITIVE, PSYCHOMOTOR: Given the theme of love, the student will create a piece of sculpture.	The student will visit a museum and compare 3 pieces of sculpture, sculpted in the same era. (Recognizes complex relationships) The student will keep a notebook which will explain and illustrate "similar symbols in 3 different cultures." (Recognizes complex relationships) The student will caricature, (in clay) a contemporary politician. The student will collect photographs of sports figure in action, to be used as a reference book for a future piece of sculpture. Discuss the fact that the costuming of an era can change the design of a sculpture. Discuss the universality of the theme, "Mother and Child". (Reasoning Skill: recognizes classification schemes). (Evaluation - skill revealed within discussion).	ENGLISH Read part of "The Agony and the Ecstacy", Irving Stone. Write a short story involving a contemporary sculptor, and describe his problems. SCIENCE Describe and compare the characteristics of plasticine, ceramic clay, plaster, marble. MUSIC View a classic ballet, "Les Sylphides" and a contemporary one, "West Side Story". Compare forms and movements in relation to classic and kinetic sculpture. (Reasoning Skill: Comparison and contrast). MATH The student will set up an exhibit of sculptural work and price it for resale. They will discuss cost of material and the value of creative time. SOCIAL STUDIES: Investigate church-state patronage of Art.	Given the situation of the "Firefighters" by Henry DiSpirito (Deerfield Fire House) being desecrated and then repaired, the student must reevaluate the work in relation to its original price. Alternative: 1. Work has some value. 2. Work has lesser value. If work has same value, why should student respect the work of others? If work has lesser value why is time and money spent on restoration? The student will begin to realize the intrinsic value of other student work. Hopefully this will lead to better care of projects in the art room.	Munson Williams Proctor Institute, slide collection. Brooklyn Museum - slide series in Egyptian sculpture. Albright - Knox Gallery, Whitney Museum, slides of contemporary American Sculpture Museum Pieces Inc. (reproductions). Alva Museum Replicas (reproductions). Everson Museum. Kirkland College. Sports Museum at Madison Square Garden. Guests - local. Joan Blanchfield-Fiore. John Von Bergen Henry DiSpirito Selections from: "The Agony and the Ecstacy", Irving Stone.	The student will be tested and will recognize, identify and catergorize 10 out of 20 slides. The students' work will be evaluated on the basis of recognizing complex relationships. The student will be evaluated on the basis of observation of growth and development in the handling of specific material. The student will have to identify and define terms associated with sculpture in a written test.

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ART UNIT TOPIC PUPPETRY GRADE AGE LEVEL 8th Grade Submitted by: Patricia Capristo Columbus School	MAN & HIS COMMUNITY 1. Puppetry has been an important form of artistic entertainment and has been instrumental in expressing the culture of many societies. MAN & HIS ASPIRATIONS & HIS FEARS 2. Physical attributes have often been viewed by man as indicative of character - rightly or wrongly. MAN AS CREATOR & EXPLORER 3. Man has an innate desire to manipulate materials in a creative way.	AFFECTIVE 1. Given a puppet filmstrip, the student will be able to discuss verbally in five sentences the characterization of one of the puppets as it relates to his own experiences. PSYCHOMOTOR 2. Given examples of exaggeration and grotesqueness the student will sketch 4 characters that exemplify these basic elements of puppets. 3. COGNITIVE Given a series of sketches by classmates, the students will be able to identify at least 5 that exemplify the stereotype of goodness and 5 that exemplify evil. 4. PSYCHOMOTOR: Given instructions on the proper manipulation of pariscraft, the student will construct and mold a durable puppet head using skills learned to best exemplify the facial characteristics of the particular character.	1. Student will participate in a class discussion of the value of puppets in expressing his culture and environment. 2. Teacher will discuss with class the importance of head in building characterization. 3. Students will discuss informally what manipulations of material are most suitable for building features. 4. Students will review the steps in using pariscraft correctly and learn what paints are most suitable. Reasoning Skill: Follows through on multi-stepped activity. Evaluation - Teacher observation of work. 5. Students will discuss how emotions play an important part in puppetry (audience as well as participants). 6. Teacher will discuss puppet theory.	DRAMA 1. Study of proper construction of playlets or skits. 2. Write a short skit using puppets created in Art class as characters. 3. Present skits to other classes (i.e., lower grades), improvising different movements and nuances of voice. HISTORY 1. Read a short history of puppetry throughout the ages. 2. List 5 cultures that used puppets for entertainment or ritual purposes and what type of support was used.	VALUE CONFRONTATION Situation - While creating their puppets and casting, the students will begin to notice that in spite of themselves they are choosing the villain, hero, scholar, etc., all on the basis of their physical types. Should they continue to stereotype in this manner or is it an inaccurate reflection of human nature? POSSIBLE ALTERNATIVES 1. The students will create roles for puppets that go against sterotyping and in fact cast roles the direct opposite of their feelings. 2. Students will improvise skits with puppets that show prejudicial thinking. 3. Students can decide that character is always related to physical type and therefore continue to stereotype their puppets in that basis. 4. Students may feel that it is harmless to prejudge people on their looks as misconceptions will be proven if they are so. POSSIBLE CONSEQUENCES 1. Playlet using stereotype might be good in some way but unchallenging and not very original. 2. The villainous type doing good deeds and the virtuous type acting villainous can be thought provoking and stimulating. 3. The effect of showing the good and bad side of all characters might create some discussions and lively arguments. INTERNALIZATIONS: The student will at least find themselves examining their preconceptions of people on the stereotype principle. Their awareness of this might be reflected in their relationships in school. As a new student enters the class, they might tend to be more apt or less apt to make hasty judgments. If students from another school visit, they might be more thoughtful or less thoughtful about prejudicial judging. This same type of awareness and choice might reflect in relationships outside school. RE-EXAMINATION OF PROBLEM: The student will be given portions of an article on physiognomy and will discuss how such ancient beliefs fall in and out of favor. Perhaps they will decide there is some basis in truth for stereotyping.	Punch and Judy Playhouse Puppet Book by Irwin Sirota (Syracuse Univ.) Puppet Making Through the Grades by Carrie Rasmussen Simple Puppetry by Sheila Jackson. Puppets - World Book Encyclopedia vol. 13 Horizon - Autumn 1973 vol. XV No. 4 "Man and Beasts" "Penny Theatre, Penny Puppets Penny Plays by Moritz Jagendof Punch and Judy by Ed Emberly Filmstrips & Tapes: Pepi and Mimi Series. (Puppet plays) v-18-v-19-v-20 (Columbus School Library). Materials: Pariscraft, water, cardboard tubes, staples, masking tape, newspapers, tempera paint, brushes, plastic spray. Assorted materials for costumes, hair, etc. Sticks for manipulation, puppet stage.	1. The student will receive a grade on the basis of sound class participation regarding characterization discussions. 2. The student will receive a critique and grade on the sketches on the basis of his ability to use the elements stressed. 3. Students will write a short composition of 75-100 words on their opinion as to the accuracy of impressions of people (or puppets) that are based on visual attributes. 4. Teacher observation and audience reaction to puppets' appearance and durability during actual performances.

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ART UNIT TOPIC CERAMICS GRADE AGE LEVEL 10, 11, 12 LENGTH OF TIME 20 WEEKS Submitted by: R. Bryant Utica Free Academ	MAN IN HIS SOCIAL ENVIRONMENT Man is a social animal who has a need for display, celebration and communication. He lives in groups and communities in order to survive. Inside each of us a multitude of events takes place, and it appears to be our nature to tell others about them if we can. To communicate our ideas and sentiments, the visual arts constitute one of those languages. Even small utilitarian bowls and cups were embellished with individual designs. MAN AS CREATOR & EXPLORER The fact that a sketch is "interesting" however, is not enough to entitle it to be used as a beginning for sculpture. You must consider your idea in relation to the people who will see it, to the society within which it will live. Does the idea have relevance today? Does it provide joy, inspiration or relaxation? Will it shape people up? will it awaken them ? stir them? Does it serve? does it please? MAN AND HIS INTIMATES & HIS SELF-IMAGE Our society is that of one conditioned to giving gifts at Christmas, Valentines in February, chocolate rabbits at Easter, etc. What better satisfaction is there than giving the successful creation of man's individual artistic endeavors? Be they a painting, ceramic vessel, collage, stitchery design, etc., and know that it was not mass produced, but each an individual work of art - a distinction in feeling that this is exclusive. It was made by me for you What greater gift can I give; than something I have created with my own two hands, using my own intellect and skill?	PSYCHOMOTOR Given 5 ways to construct with clay, the student will build using 1 method or combination, a ceramic vessel with uniform thickness of wall with 80% of accuracy. COGNITIVE Given same basic principles in design, 90% of the students will be able to discuss what kind of texture or design they will incorporate on the vessel and what tools or materials they will use Given the opportunity to view sculpture both 2 dimensional and 3 dimentional, the student will form opinions and be able to differentiate contemporary sculpture kinetic - abstract moving art compared to Classical, Grecian, Roman, Egyptian, Stationary Frozen Figures Changing social conditions with new modes of scientific development affect the artist-sculptor and produce new inspirations in our time. AFFECTIVE: Given the information and skills to develop, each student will decide as to what choice of ceramic vessel he wishes to create, to fit into his own particular home environment.	- Go to the library and check out art reference books, Greek Egyptian. - Visit the museum and study Chinese porcelain vases, works of Alexander Calder - Make small thumb nail sketches of one pot, designing it in different ways. - Discuss the various ways of using natural forms and materials repeating one design. Visit a local ceramic shop or craft boutique observing the ceramic merchandise - Borrow from B.O.C.E.S. and Mid-York any worthy films on ceramics - Demonstrate 1- The application of clay on an armature. 2- Wedging 3- Draping 4- Throwing a pot of the wheel 5- Glazing techniques 6- Macrame building. - Students will practice building an animal figure shape over wire or tightly rolled paper. - Each student evaluates own figure. - Each student will evaluate other students work and give constructive criticism. - Vocabulary words pertaining to ceramics will be given throughout the unit so that students have a working knowledge of ceramic terms. - A guest resource person will tell students about ceramic sculpture. - Reasoning Skill: - Has a sense of direction as student work progresses. - Recognizes rules, follows limitations setup.	TELEVISION Observe special N.E.T. programs on early history of western man "America" Alistair Cooke SOCIAL STUDIES - History of early man, view slides of Egyptian Assryian art. - English Tankards. - English Bone China. SCULPTURE - Working toward specific texture. When the rough erection of a piece of sculpture has been completed, the sculptor must begin to consider the more subtle matter of finish and modification. The surface treatment of the clay, its patina is very important. Formerly the surface was usually worked with finesse - properly "finished". Today, the sculptor frequently prefers a rough more impetuoushandling. - Testa di Donna by the Italian contemporary Leoncillo Leonardi, is an example of today's more important spontaneous style. The gloppings of soggy clay as it is applied are left intact. This evidence of the passion with which the piece was created is considered to be intrinsic to its success.	Students can observe as time goes on that their early efforts were crude and lopsided. By recycling the greenware, the clay can be reprocessed into a soft flexible stage and used once again. Students by the 3rd - 4th week, have learned to clean up their own mess, to put tools away in the proper place, to keep the sink unclogged by using the slop bucket first in cleaning their tools. Some sculptors prefer to write rather than draw what they see, then draw it only once later. You must select which items are worth development and which are only possibilities. VALUE CONFRONTATION 1. In this day of drugs, I have students in class who are experimenting with drugs or have had some contact. Those who are still experimenting want to make hash pipes or bongs with ceramic clay. 2. Knowing the possible evils of smoking or inhaling these hard drugs, I have discouraged their attempts by: 1- Saying outright, "nothing of this sort will be fired." 2- If they choose to do it - it has to be made outside and fired outside 3- Buy the pipe or bong in a store. 4- Saying: (a) They may lose their self-control (b) Lose their memory (c) Concentration ability is limited The student's retort might be that: (a) They can create with a new inner feeling. (b) Inhibitions are lessened (c) Discover their unconsciousness. (d) Create better worlds of art 3. Students know me by now and know I'll keep my word and not fire these items, so they have the alternative of making a double-opened vase and say it is for dried flowers. But .. some sixth sense tells me differently, or I ask for an invitation to their home to partake in some tea that was made from this pot. 4. Because of the damaging end results of drugs - I feel the student "gives" and meets my demands. 5. A sad commentary is that I see spaced-out students who are on drugs. They know they are hooked I (sometimes) know or sense it and the parents know. It is a hardship that they are living with. 6. When and if hard drugs are no longer illegal, that day will be the beginning of hash pipes and bongs in ceramics, just as ash trays are accepted today.	BOOKS: Pottery Glazes by David Green Watson-Guptill Ceramic Design by John B. Kenny. Ceramic Sculpture by John B. Kenny. Chilton Book Co. Sculpture in Ceramics by Fred Meyer Watson-Guptill Ceramics by Vincent A. Roy McGraw-Hill Co. Pottery Step-By-Step by Henry Trevor Watson-Guptill. Film Strips on Ceramics skteches, drawings, photos, notations. Munson Williams Proctor Institute Sculptors: Henry Moore Leonard Baskin Pablo Picasso Daedallus - Greek Sculpture Trojan Horse Alexander Calder Len Lye Jean Tinguely	- In class the students will make notations and sketches of designs they wish to use on later projects. - Original way out happenings from glazing building, will be viewed in the display case. Superior work will be kept for any local exhibit. - The teacher will evaluate the students' work, suggesting where errors were made and how to remedy for future projects. - A final year end test is administered the last week of June. - Classes from other areas are invited to come in and see the students in action, building, glazing, and are invited to ask questions, watch a student build at the Potter's Wheel.

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ART UNIT TOPIC MIXED MEDIA GRADE AGE LEVEL 9 - 12 LENGTH OF TIME 6 Weeks Submitted by Stella Bonifazi	**"AS CREATOR AND EXPLORER"** Artists are ever restless to find new ways of expression. The accepted be cliche' fertile sensibilities seek new forms Change is in the air and is never dependent on a single artist. Artists often find themselves moving in a new direction like a collective consciousness at work. **"MAN IN HIS PHYSICAL ENVIRONMENT"** Man's physical environment speaks to him, the artist gets the message and mixed media becomes the order of the day Mixed media is a perfect expression of the surplus junk that abounds in civilized societies. Artists are ever ready to communicate with their environment. Junk is a big part of the environment. This is our 20th century landscape. **"MAN AND HIS INTIMATES, MAN AT PLAY"** Art is man at play on an emotional and intellectual level above the ordinary. He reveals himself and often the world around him through his art-play. Art is also a creative escape for sensibilities too sensitive to accept what is. Artists take and remake. We call the product Art.	AFFECTICE Given two assignments involving mixed media, (one discussion and one creating) the student will be better able to verbalize his feelings for or against mixed media as an art vehicle PSYCHOMOTOR Given the rules, and limitations and openness of mixed media and various materials with which to work, students should be able to create a mixed media composition that stresses personal identification Talk and examples should spur students on to more than simple superficial, mixed media works. Personal identification with the work should be given priority COGNITIVE Allowed to criticize each others work students should be expected to recognize what is weak and what is strong in a mixed media work Their values should rest on continuity of the over-all statement even when there are seeming segments of contradictions in the work. Imaginative use of materials should be valued and a dimensional, not shallow, decorative approach be admired and recognized.	Visit art shows and pick out works related directly or indirectly to mixed media Discover and discuss similarities and differences between the earlier painters Picasso Braque, Duchamp Man Ray and Schwitters and the more contemporary mixed-media artists of today such as Jasper Jones Rauschenberg, Jim Dine and Tom Wesselman Insights as to the "why" of differences are important for these, realizations are related to the social and environmental changes Delve through art publications Discuss the sensibilities at work in mixed-media and the underlying social reasons that bring these art manifestations about. An interesting side-light would incorporate discussions of personalities and what their intellectual and emotional talents bring to their works Marc Marcel DuChamp would be rich ground for this kind of discussion. Students should know what the above mentioned artists contributed to the mixed media sensibilities. Students should be aware of how these contributions in Art have affected their own lives through Ads, TV Commercials, Stage Settings and an over-all way of seeing things in a more democratic light. Reasoning Skill: Recognizes complex relationships. Evaluation of reasoning skills can come about through discussions ... essays on the subject or a written True/False and Multiple Choice test.	MUSIC Music by John Cage would be perfect examples of mixed-media in music. "The Cocktail Party" incorporates bits and pieces from conversations at a party into sound compositions This will demonstrate the interrelationship of art in sound and in vision Johns and Rauschenberg spent their student days together at Black Mountain College their continued friendship and inter-influence should be discussed PHYSICAL EDUCATION DANCE . Merce Cunningham is a dancer and choreographer who along with Cage, Johns and Rauschenberg creates productions that incorporate found sounds, and every day (non poetic) movements There is a new found expression of comaraderie in the arts where the work is often the end result of combined efforts by more than one artist ENGLISH Happenings as theatre HAPPENINGS . . The creator of the art form where art and life are like one Allen Kaprow can be discussed and pros and cons of this concept thrown around. Questions like, "Is this really art?" or "Is this Theater?" can prove constructive	Many mixed media supplies would be furnished by the school such as paper, paint colored tissue string and glue To personalize the mixed media experience, it would be necessary for the students to bring to class some of their own found objects, such as nails spools buttons, pieces of wood or old personnal photographs, etc Those who wish to become more experimental in their concept can plan happenings which would incorporate chance happenings with scattered injections of planned motivating acts or write poetry into their mixed media compositions Emphasis would be on the mundane as potential art to discover beauty in the ugly to see ugliness in what was once considered beautiful . . and to gently lead the student to the realization that beauty rests on the strength vision and sensitivity of the creative artist and only on that VALUE DEVELOPMENT 1. The problem . . students will be asked to bring in much of their own materials Some will bring in expensive looking bits and pieces (old jewelry, sequins stain glass etc . while others will bring more mundane materials There will be disparity in supplies Should the public school equalize creative opportunities? 2. Alternative --- (a) School furnishes materials for all students (b) Restrict materials to a list which all students can easily avail themselves (c) Allow each student to bring whatever he will or can 3. Consequences of Alternatives (a) Sameness in look or works (b) Lack of real individuality in work (c) Disparity in materials 4. The best choice is (c) it will force the less afluent to more resourcefulness Personalities pin-pointed 5. There will be a change in attitude as students begin to see beauty in the ordinary and ugly. 6. Restriction might have been more fair, as laziness, or non-accessibility to materials could be a factor influencing the outcome of work.	Mid York Library collection of framed reproductions Mid York films and Tapes * Dada * Picasso Munson Williams Proctor Library * Slides * Music * Art Publications Munson Williams Proctor Museum of Art (Exhibitions) Utica Public Library * Records * Art Publications * Books Modern Art 20th Century Harold Rosenberg. Complete Works of Marcel DuChamp Arturo Schwarz HAPPENING -- Allen Kaprow Robert Rauschenberg A Forge KURT SCHWITTERS W Schmalenbach ART PUBLICATIONS Art News Art in America Arts Studio International RECORDINGS John Cage Jon Appleton	After viewing of slides films and each other's works each student should be prepared to write a 300 word composition on mixed media This should quickly scan the history of mixed media from Picasso to Dada and to Schwitters but also facts about the contemporary scene as well There should be an honest evaluation of their own work in mixed media Included in the essay would be a description of a potential project much more heroic in concept than any they have done in class They should assume that materials are no obstacle only what they would do with them would pose the challenge The project since it is only an idea on paper could be monumental and certainly much more involved than anything done in class The over-all mood or feeling of the work should be expressed without too much intellectualization of the idea Another evaluation would be the tried and true one of teacher observation of the works created by the students part of that evaluation would be conditioned by the amount and variety of material each student had to work with

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ART **UNIT TOPIC** **LINE DRAWING** **GRADE AGE LEVEL** Grades 10-12. **LENGTH OF TIME** 2 Weeks Submitted by: Donald Gladwin Utica Free Academy	1 **MAN AND HIS ASPIRATIONS AND FEARS** Man must know where he is going -- as a line must have a place to go. 2 **MAN AND HIS SELF IMAGE** Man must know where he is -- as a dot must have a place. 3. **MAN IN HIS PHYSICAL ENVIRONMENT** Man must measure himself against his external environment -- as a line must be in good proportion, in harmony with the composition of which it is a part. 4 **MAN AND HIS GODS** Man must answer for the consequences of his acts -- as the repetition of dots must become a form.	**AFFECTIVE** Given the fact that line has physical implications, each student will be able to: 1 Think about his present situation in life -- who is he -- how did he get there -- what is the effect of his existence 2 See his future life as it may be -- where will he go and by what line of events -- what variations of ups and down -- changes of directions -- endings -- new beginnings -- perhaps even a complete cycle where he has come back to the same place Given the fact that a dot as a result of an action becomes a part of a picture, each student will be able to: 3 Evaluate the results of his actions and accept the consequences of his actions; become aware that one action precipitates another, a pattern is set up, and many such actions result in a picture. 4 Contemplate the fact that each action of his has an effect for good or bad -- positive or negative Given the increased evidence of extra sensory perception, and the effect of one person on a situation, student will be able to: 5 Show evidence of a line of force acting on a physical object in a drawing **COGNITIVE**: Given the choice of several famous artists, each student will be able to describe the ways in which the artist has used line to formulate his work, to 80% accuracy. Given the fact that line has emotional impact, each student will be able to use lines which show tranquility, anger, strength, and weakness in at least one creative effort **SENSORY PSYCHOMOTOR**: Given a sand table, each student will be able to trace lines into wet sand as he is moved to do by the feel of the sand. Once a design is complete, student will fill area with special cement which, when hardened, will reproduce the lines in relief. Given plastecene, each student will be able to "push" lines into flattened-out section until an esthetically appealing design is created. Plaster of Paris is poured into lines which, when hardened, will form 3-D line. Sculpture mounted on wood and set off slightly.	1 Student will do a map of his movements from time he arises to time of his arrival at school. He will use line to illustrate these movements. He then uses this line of movement as a basis for line drawing, adding color, etc. 2 Using above movement line, student will do 3-D sculpture with wire to illustrate directions and proportionate distance his walk to school took him. 3. Student will glue heavy string to cardboard, charge string with paint, and use for printing line design. 4. In darkened room, students take turns in weaving light (flashlight) in space by hand or penlight on string. Observing students will recall impression of lines in space and make a colored chalk line design of black paper 5. Students will observe lines in all aspects of life surrounding them and create a movie dramatizing the evidence of line in their daily lives. **REASONING SKILL**: (Learning Experience #1) Evaluates the appropriateness of implication and inference. Evaluation of reasoning skill: 1- Teacher observation. 2- Ability to list 5 other daily activities in which a series (or line) of events involving decisions culminate in a consequence.	**SCIENCE** Given the fact that a tuning fork when struck will vibrate and create concentric lines of vibration in its environment, student will dip vibrating tuning fork into a pan of water and observe the expanding lines created. He will then execute a line drawing inspired by this experience. **SOCIAL STUDIES** Given the political configuration of local, state, country, and federal government, student will create a design based on these relationships in a diagram. **MATH**: String sculpture. Given known mathematical formulas and equations, student will construct a string sculpture illustrating visually these concepts **HUMAN RELATIONS** Given the choice of his own family relationships or the classroom relationships, student will construct a line sociogram	**OPENING STATEMENT**: Teacher discusses time in terms of past, future and present. Teacher offers for discussion the reality of time in the future, the past. He opens the question of the existence of the present. 1. Recognizes need for choice: Student may choose to accept the past possibly having value, the future as a possibility to be prepared for, and the existence of the present and its use. Student may express the feeling that time does not exist in the present. 2. Identifies alternatives (a) Student may recognize that much may be learned from the past OR that, since it is past, nothing can be done about it. (b) Student may see the future as something to prepare for OR feel it will take care of itself; we have no control over it. (c) Student may deny the existence of the present, it being simply a passing from the past to instant future OR that it is an opportunity to prepare for the future, or that it is the only reality to be used as best we can. 3. Analyzes alternatives in light of consequences. Student may use past to avoid mistakes, plan for future, or live in present. 4. Freely chooses among alternatives. Student chooses to recognize time as he values life's meaning to him. 5. Internalization of choice. Having adopted a position, student demonstrates that his philosophy of life, or his own capabilities, make his choice the logical one for him. He may explore the possibility of a planned future, anticipating problems and preparing himself to meet them, or adopt a "what will be will be" attitude. He may accept the present as an opportunity to prepare for the future, or enjoy it as the only reality. Student will review own art work from previous years to present and make note of line progress leading to greater sophistication of work. 6. Reevaluation of consequences in light of new experiences. Having accepted a position, student expresses it in a line drawing. He is asked to associate his position with his plans for choosing a career. In light of the effect of his position on his career goals, the student revises his position to bring about more desirable consequences.	**BOOKS**: Creative Paper Design Ernst Rottger Van Nostrans Reinhold Co. Sculpture in Plastics Nicholas Roukes Watson-Guptill Publications Pastel Painting Step by Step, Elinor Lathrop Sears, Watson-Guptill Publications How to Do Drawings on Scratchboard Merritt Cutler Watson-Guptill Publications. Water color Painting Step-by-Step. Arthur L. Guptill Watson-Guptill Publications **REPRODUCTIONS AND ORIGINALS**: Munson Williams Proctor Institute Kirkland College. Hamilton College. Albright Art Gallery Kirkland Art Center Mid-York Library. Original Chinese Brush Paintings. Painted especially for teacher. Painted by teacher **MAGAZINES**: American Artist Life. Time School Arts Illustrator. FILMS- Mid-York Library "Michelangelo" "Design in Movement" "American Vision"	Teacher will evaluate sketches for perception of important details, good proportion, appropriate color, note-taking, crisp direct lines, and other qualities of rapid sketching. 90% of students will render an acceptable sketch. Teacher will observe for student success in use of line in drawing and 3-D work. 95% of students will show success. 90% of students will be able to show reasoning skill by listing at least 5 daily activities in which series (or line) of events involving decisions culminate in a consequence

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ART - CRAFTS UNIT TOPICS MOSAICS GRADE AGE LEVEL 10 - 12th LENGTH OF UNIT 8 Weeks Submitted by: G. Esposito	**MAN AS CREATOR AND EXPLORER** Man's history since ancient times can be more fully comprehended through his pictorial art. **MAN AND HIS COMMUNITY** Man has always sought to record his existence for posterity in the most permanent fashion possible. **MAN AND HIS GODS** The philosophy of an era can often be best communicated through a particular art form, style, or medium. **MAN AND HIS PHYSICAL ENVIRONMENT** Reflected light on broken textured surfaces has been an integral tool of the artist for capturing the viewer's eye since the beginning of time.	COGNITIVE Given a slide presentation of mosaics from ancient times through the present the student will be able to identify at least five historical periods that emphasized the mosaic medium. AFFECTIVE Given the basic steps in creating mosaics the traditional way (using tile as tesserae) the student will be able to compare this method with deviations that are possible as to durability and effect. COGNITIVE Given the dehumanization evident in religious scenes of medieval times in contrast to the humanistic tendencies of Rennaissance art the student will be able to discuss at least three reasons the flat effects inherent in the mosaic technique tend to heighten this dehumanization. SENSORY, PSYCHOMOTOR Given that the Inpressionist Art style as well as mosaics technique are dependent on their effect for the break up of light on textured surfaces, the student will combine the characteristics of both into an experimental merger (using any functional tiles or tesserae).	1. Cut from magazines (such as old issues of Life and Time, examples of mosaic art from various historical periods and paste them in a notebook with proper identifying captions. 2. Vocabulary sheets will be filled out that pertain to mosaic terminology, e.g., grant, tesserae, etc. 3. Students will compile a joint-effort list of places in the vicinity housing mosaics as an integral part of architecture. Visit some of these. (e.g. enamel mosaic at Kirkland College and describe effectiveness of mosaic. 4. In art history books and in reproductions available in the room find evidence of these flat effects and compare them with chiarasguro in frescoes. 5. In colored poster paper (cut into bits) the student will experiment with overcoming these flat tendencies that are built into the mosaic medium. REASONING SKILL USED: 1. Tests and verifies possible solutions to complex problems. 2. Evaluation would be through teacher osbervation of success in shading and modeling with varied shades of paper, and with experimental spacing of paper bits. 6. Students will make an exhaustive list of all materials possible for inclusion in the mosaic project. 7. Students will discuss stained glass, view slides on same, and discuss if stained glass and mosaic are one and alike. 8. Fashion's use of mosaic in beads, spangles, jeans, appliques, etc., as well as in jewelry, will be discussed. 9. Student will compare fresco with mosaic as to durability through the centuries.	ENGLISH - Write a short essay on the relationship between mosaic and Impressionism, and try to point out likenesses and differences. ENGLISH - Optional choices in place of above. Student can choose to compare mosaic with opant and tell how affinity exists between the two. INDUSTRIAL ART - Special steps in framing are needed to insure extra support for mosaic. PHOTOGRAPHY - Take slides of finished projects to be used for presentation to future classes. SPANISH - Discussion of revival of mosaic in Mexico and Puerto Rico and political themes depicted.	VALUE CONFRONTATION: Having worked through the mosaic unit, the students might ponder whether this ancient medium has survived or can survive the technological advances of our modern society. Is it inappropriate for our space age times and, therefore, not worthy of further involvement by today's serious artist? POSSIBLE ALTERNATIVES: 1. The mosaic as a medium should be appreciated only for its historical value and should be rejected as inappropriate for our times. 2. The mosaic can be incorporated to fit the architecture of our times by utilizing new and progressive materials. 3. The technique is by its very nature too limiting to meet the fast changes that the future will demand of the artist. 4. The technique lends itself well to abstraction and conceptual thinking since it is anti-realistic. 5. The limitations are themselves a challenge to the creative mind. POSSIBLE CONSEQUENCES: 1. Some students will reject further concentration and exploration of the medium. 2. Other students will accept the challenge of the medium to their creative spirit and energy and work at carrying it in to the realm of modern and future thinking. BEST ALTERNATIVE (Might be) At the end of the unit, the student will realize that an art medium has certain advantages and disadvantages dependent upon (to an extent) the artist's time, temperament and individual preferences. INTERNALIZATION: The student will realize the value of experimenting with an art form or area before totally rejecting it as a part of his style or approach to art. He will examine and experiment untried areas with a more open mind. Re-evaluation in light of new information - rather than merely a relic from antiquity, the student will realize contemporary uses of mosaic have and are succeeding to reflect the views of reality of certain Central American artists consider the Rennaissance of mosaic and fresco. Compare it to Rennaissance in Science of Astrology and Astronomy in medicine Acupuncture.	BOOKS: Designing and Making Mosaics, Virginia Gayheart Timmons, Davis Publications, Worc., Mass. Early Medieval Art Beckwith, Fredrick A. Praeger, Pub. Mosaics Hobby and Art, Edwin Hendrickson, Hill & Wang, Pub. Murals for Schools Randal-Davis Pub. REPRODUCTIONS: Metropolitan Seminars in Art, Pub. Metropolitan Museum of Art Studio In Art University Prints (State Syllabus) Kirkland College-List Center SLIDES: 20th Century Stained Glass in America #930. (Educational Dimensions Corp.) FILM STRIP: Mosaics - #625 & L P Record (Educational Dimensions Corp.) SLIDES: Early Rennaissance 15th Century, McGraw Hill Color Slide program	1. Students will be able on a written test to identify characteristics of the mosaic from among characteristics of other media. 2. Students will orally identify mosaics of different historical periods from slides. 3. Students will frame and exhibit their finished mosaics for public exhibition and peer evaluation. (Durability and permanence are factors) that are rated as important. 4. Students will record their feelings about the scope of the mosaic before and after doing their own mosaic project. Changes in feeling, if any will be noted. Students will exhibit their finished mosaics alongside a flat drawn or painted version of the same design or subject to evaluate whether the mosaic technique enhanced or hindered the desired effects.

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ART - PAINTING UNIT TOPIC CONTEMPORARY ART - IMPRESSIONISM GRADE/AGE LEVEL GRADES 10-12 LENGTH OF UNIT 12 WEEKS	**MAN IN CONFLICT MAN & HIS INTIMATES** A new art style often evolves from mutual desire of a group of artists to break from the confines of the more traditional and accepted art styles that preceded it. **MAN IN HIS PHYSICAL ENVIRONMENT** Art styles are often inspired by a scientific theory or premise, and yet artists can be precursors of technological innovations not yet realized. **MAN & HIS INTIMATES, MAN AT PLAY** An artist reveals through his works not only his mastery of style and technique, but also his personal life style, his joys and passions, his friends, pastimes and vices as well.	COGNITIVE Given one style that preceded and one style that succeeded Impressionism, the student will point out 5 likenesses and 5 differences between each style with 90% accuracy. COGNITIVE Given the fact that single artists can embrace many styles, choose such a man and show how his works transcend one simple categorization. (Picasso has some works which can be defined as Impressionistic) COGNITIVE: Given that Impressionism was a revolution in painting, discuss how Rodin's aesthetic is based on a similar acceptance of the world of appearances revealed through light upon surface. PSYCHOMOTOR Given the rules of Impressionistic thinking, 100% of the students will be able to create a landscape in oil, or acrylic on canvas, using at least 5 of the general characteristics of Impressionism, (juxtaposition of color, atmospheric effects, etc.) Given the basic principles of movie-making, the student will be able to link with 80% accuracy the elements of time, light, space in motion pictures with the transitory, shimmering quality of Monet's works, the unique perspective of the captured moments of Degas in a short composition form. AFFECTIVE Given the philosophical outlook of the Impressionists and their joy in life and nature, the student will attempt to discover some poetry either contemporary or from another period that captures the spirit of Impressionism. (50% will be able fulfill this objective) PSYCHOMOTOR: Given ten famous Impressionist paintings the students will act out in cameo	Visit museum and pick out examples of the 3 styles (one before Impressionism and one after.) e.g. Academy Realism-Impressionism/Pointillism-Expressionism. Link the transitions between styles to historical changes and discuss the historical flavor of the times. Keep a notebook or scrapbook of examples from magazines of 19th century influences still in evidence in illustrations and advertisements, Make a small clay sculpture of a figure or animal using the principle of broken rather than smooth surfaces. Also attempt to capture action, frozen movement, in work. Using small paper (5"by 5") squares, practice breaking up a color into its component colors via a series of dots and dashes of smaller and smaller proportions. Practice short, choppy brushstrokes as a matter of pure exercise and compare with painted areas of flatly applied paint. (Use small squares of manilla paper 5" by 5".) Discuss how light plays on broken surfaces of a sculpture. Paint a series of quick water color landscapes outside in daylight to study and note changing effects of atmosphere and light. Using the favorite media of Degas, dry pastels, do a series of quick action subjects; for example, attend a dance class, a gym class, or have your little sister or brother assume acrobatic poses. Have a group discussion on the reflections of life style apparent in such paintings as "Luncheon of The Boating Party" and "Le Moulin de la Galette" by Renoir. Students will do brief impromptu skits in class	Music Choose a piece of music or a selection of musical pieces from the Impressionist era in music (e.g. La Mer on Claire de Lune by Debussy.) and discuss the likenesses and differences apparent in the music and painting. Speech and/or Written Language Student will prepare a report on a 19th century artist who moved through more than one stylization in his work. Student may use slide presentation & give report orally to class. Literature Students will define Romanticism and neoclassicism in art and literature and compare. English - Literature and Film View movie "Elvira Madigan" and discuss its use of Impressionistic techniques and subject matter in film-making (Also discuss its Romeo and Juliet theme variation, and how plot is secondary to visual effect.) Science: Discuss how Suerat's breakup of color into minute dots is related to the scientific discoveries in the 19th century which centered on atoms and molecules. Science - Define Kinetic Energy: and explain how Impressionists' works were kinetic before cubism. English: Discuss the definitions of the term life style as used in the best-seller "Future Shock". Music: Discuss the life style of the group of artists, writers and musicians in opera "La Boheme," and compare their life habits to those of beatnix and hippies in the 20th century. English: Write an original dialogue that might have taken place between an establishment academy artist criticizing the new style that has appeared	As the semester in Art progresses the teacher realizes that the supplies allotted are being used up at a faster rate than planned. She asks the students to help her discover some possible causes for this and suggestions as to how to cope with the situation. Possible Alternatives 1st - The teacher can lock up all supplies and dole out to individuals a rationed amount of materials for which they are responsible. One possible consequence of this approach is loss of valuable teaching time and work time. 2nd - The students can write up a series of rules regarding proper use of supplies and post signs around the room strongly but humorously suggesting they be followed. This method would reach the more cooperative students but would not solve the problem of the minority who steal or willfully waste materials. 3rd - The students can choose to allow the situation to continue until a shortage of materials forces them to buy their own supplies in order to continue working. The consequences of this alternative would result in decreased production for many students. After suggesting other possible alternatives, the students choose one and proceed to work within the framework of their choices. Internalization: At the end of the first half of the year, the students will evaluate the method of supply control in use, and vote on whether to continue this approach or choose a more effective one.	Books: Rococo to Cubism in Art & Literature Wylie Sypher Random House Break Up The Core of Modern Art, K. Kah N.Y. Graphic Society Gardner's Art Through The Ages, de la croix Tansey Harcourt Brace & World Time Life Library of Art, Collection 3 volumes related to Impressionism. Reproductions: Studio in Art - University Prints (state syllabus) Metropolitan Seminars In Art, publisher Metropolitan Museum of Art. Mid-York Collection of framed reproductions. Museums - Munson-Williams Proctor Institute Everson Museum-Syracuse Colgate - Dana Arts Center Albright - Knox Gallery in Buffalo Recordings: by Claude Debussy, Ravel, Stravinsky. Recording of LaBoheme Opera. Films: Roland Collection. Degas Dancers #410 Toulouse-Lautrec #420 Corot #380 Franz Marc #450 A Homage to Steinlen #430 Collection of old magazines for cutting out good examples of Impressionistic influences. Video tape equipment: 8 MM camera & projector Carousel slide projector. Collections of Haiku verse. Library reproductions of Japanese art.	After visit to a museum the student will write a short report on works viewed, giving subjective opinion on what styles he preferred as well as objective facts about the various styles. (Concentration on 19th century art) After museum visits, slide viewings and films, a written survey will be taken of which experience students liked best, felt was most worthwhile and why. Fifteen reproductions will be posted on the board of which students will choose ten to identify on a written test as to artist, title, media, theme, and/or subject. (Objective type test.) Students will give oral critiques of each others' paintings, keeping in mind principles of break-up, off color, atmospheric effects, short choppy brushstrokes, etc. Shown a series of slides of sculptures the student will be able to correctly identify with 80% accuracy those which have Impressionist characteristics. In classroom discussion the students will be able to discuss how science influenced the work of Seurat. On a written essay-type test the student will be able to answer questions regarding the interaction in the 19th century between technology and art. Notebooks and scrapbooks will be rated and graded on the basis of presentation (well-designed booklet form) of illustrative materials and on accuracy of student's labeling of style. Any original paintings or pastel works of worth will be publicly displayed in current exhibits and/or competitions and thus gain exposure as well as evaluation from outside sources.

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ART - PAINTING UNIT TOPIC CONTEMPORARY ART - IMPRESSIONISM GRADE/AGE LEVEL GRADES 10-12 LENGTH OF UNIT 12 WEEKS *(CONTINUED)*	MAN IN HIS PHYSICAL ENVIRONMENT The impact of native studies in the Arts is so profound that its universality is apparent even among the most seemingly diverse cultures. MAN AS CREATOR & EXPLORER - MAN IN CONFLICT Art is often a conflict between the rationale and the emotion in man a constant struggle as to which is the true view of reality.	or pageant from the subject of the painting, to be finalized in video tape form, with 100% involvement. PSYCHOMOTOR Having discussed the influences of Japanese prints on 19th century artists thinking, the student will choose one or more images of nature from oriental poetry and illustrate (in water color) such a scene. COGNITIVE Given the circumstances surrounding the break - through of Impressionism, the students will create a 8 MM film attempting to place those experiments in today's ecologically disturbed world. COGNITIVE Given the Impressionistic training and background, the student will be able to with 90% accuracy to show five style changes in the works of Van Gogh, Gaugain and Cezanne, and give five accompanying reasons. COGNITIVE: Having looked at previous of later styles, the student will be able to explain with 80% accuracy how these past Impressionists led to Expressionism, Fauvism and Cubism.	to develop stage presence poise, as they familiarize themselves with the painting they will dramatize. Study the lives of certain colorful characters such as Toulouse-Lautrec, Mary Cassat, in order to give added depth to the dramatizations. View slides of Japanese art. Discuss oriental closeness to nature and compare with French painters return to nature. Define illustration and decoration in Art and note the battle in Art through the ages between the two. View slides of Van Gogh, Gauguin and Cezanne Define Expressionism, Fauvism, Cubism, and Futurism. Do an oil pastel scene utilizing the turbulent strokes of Van Gogh to depict a mood. Discuss harsh critical views that Impressionism lacked form and line, empty of thought and emotion, and reduced man to a disposable object in the picture.	and ridiculing the artists. Drama Discuss the place of improvisation in modern drama and film e.g. the movies of John Cassavetes, such as "Shadows," "Husbands." Poetry Read Haiku poetry selections aloud in class. History & Ecology Compare Paris of the 19th Century with the U.S. today from a technological viewpoint and urban problems. Philosophy & History Discuss age old philosophical conflict between the spirit and the flesh, between reason and emotion, and how during different periods man emerged as a hero, a rational darling of nature and the universe while in others he is seen as a mere adaptive mechanism.			The students will show the video tape of their dramatizations to other departments and ask them to fill out a survey type questionaire for evaluation purposes. Classmates will try to guess paintings from dramatic exercises which will test their own recognition skill as well as effectiveness of the dramatic vignettes. Students will write a short composition regarding oriental influence on 19th century art to accompany their watercolor landscapes. When shown slides of Gauguin Van Gogh and Cezanne's complete works, the student will be able to point out on written tests which are Impressionistic early works and which are precursors of art styles to come.

BUSINESS EDUCATION

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BUSINESS EDUCATION **UNIT TOPIC** **JOB GETTING** **GRADE AGE LEVEL** 9th Grade General Business **LENGTH OF TIME** 3 Weeks Submitted by: E. Dwyer Utica Free Academy	1 **MAN AND HIS IMAGE** Inasmuch as man spends 40 years of his lifetime working, it is important for each student to find a career in which he will be happy successful, contributing member of society 2 **MAN AND HIS ASPIRATIONS AND FEARS** The application blank is one step on the ladder of securing a job and certain rules must be followed in filling our A.P for a student to warrant further consideration by prospective employer. 3. **MAN AS CREATOR AND EXPLORER** In today's business world one should write a Personal Data Sheet in applying for a job--and this PDS should be accompanied by a well written letter of application which "sells" the writer 4. **MAN IN CONFLICT** To be successful in an interview, one must adhere to approximately 20 rules for handling an interview properly 5 **MAN AND HIS COMMUNITY** Once a student has secured the job his education for and on-the-job must continue throughout his career.	(1) A Given the 5 areas of business education each student will choose that area in which he feels he now prefers to major substantiating his choice by giving 2 of his interests 2 strengths in subject areas and job opportunities in Utica for that particular field (2) C Given an application blank each student will fill it in with 80% accuracy adhering to 7 rules learned in 20 minutes (3) C Given a job description for a summer playground job each student will write on stationery provided a personal data sheet using only actual facts and an accompanying letter of application with 80% accuracy as to format grammar, spelling, etc in 2 periods (4) A Given an interview with 15 improper actions or responses, each student will criticize 10 of the 15 poor techniques followed by the would be applicant thereby illustrating his knowledge of handling an interview (5) C Given the fact that a student has just been employed each student should write in paragraph form, 5 ways of growing on the job	Reading Text General Business by DeBrum, Haines Malsbury, Crabbe 10th ed, 1971 pages 619 642 Team Learning on Questions at the end of units For Objective # 1 Viewing Transparencies from Falk "Does Your High School Record Count? Preparation of "Job Folder" Includes marks in various subjects autobiography aptitude tests ratings of personality traits by themselves a teacher, a friend To this will be added a personal data sheet etc as done Speaker Senior student from each of the 5 business areas giving their run down on their particular area Visits to data processing and office practice classes by committees of 3 who report back to class on activities Tape Recordings of interviews of students with typist, clerks, secretaries bookkeepers, etc., giving their experiences on the job. Filmstrip "Business Etiquette" McGraw-Hill Film "Choosing Your Vocation" College Film "Personal Qualities for Job Success" Coronet "Planning Your Career" Bus Ed Film Reports - Students read from selections of books on (1) Careers, (2) Personality Development, (3) Job Getting and students make reports on interesting findings to class. For Objective # 2: Bulletin Boards of: 1 Application blanks collected by students 2 Job Descriptions used to write PDS. 3. Help wanted ads from newspapers. 4. Courses at UFA and Jobs correlated. 5. Clubs at UFA - for application blank. Transparency of application blank. Students fill in application blank using proper rules (reasoning Skill: Systematic-recognizes rules). Committee of 3 visit NY State Employment and 3 visit Kelly Girls and Report to class on application blanks, etc, For Objective # 3: Discussion of Personal Data Sheet by class and speaker from advertisement in paper offering to write PDS for a fee. Students write PDS. Businessman selects 3 best PDS and letters of application AND For Objective # 4: Interviews, those three for a job. These 3 interviews revised and rerun. Tape recordings of responses to questions normally asked on an interview as preparation. Speaker Businessman telling how interview judged. Tape Recording 3 questions asked in interview and each learning team makes best response. Office Practice class sends 2 students one demonstrating how to get a job and other How NOT to get the job. For Objective # 5: Report from committee on courses available at MVCC or Utica College, etc., related to job choice. Job Getting Clinic to discuss summer job and part time opportunities - Mr Mulloy, YOC, etc. Business Dress-up Day. Display of "Growth" magazines. Plan for Current Event Day in Business World - 5 minutes one day a week devoted to reading Time, Newsweek, etc., and reporting to class to broaden our horizons.	Correlate with ENGLISH Students will write letter to accompany the personal data sheet HOME ECONOMICS In business class as we study Glamour Mlle, Seventeen for proper attire and makeup for business world and interview, students in HE could study patterns for same purpose SPEECH As tape recordings for interviews are done, diction etc., could be taken care of in Speech classes	Helen has applied for a position as have 4 of her friends who she feels may be better qualified than she. Helen has heard "It's not what you know ..." Helen's father knows a political figure who he feels could secure the position for her. Should Helen ask this man to intervene for her? Jane Doe has 2 opportunities for summer employment. One is in her career field and would provide tremendous experience at low salary. The other is a run of the mill job but with a high salary. Jane wants to save money for college. Which job should Jane choose?	Text General Business, Debrum Haines Malsbary Crabbe 10th ed 1971 Inventory Tests Strong Vocational Interest Block Kuder Preference Record Transparencies - made by teacher Falk's Does Your H.S. Record Count Application blank Best PDS and Letter Shelf of Books Borrowed from Library on 1 Personality 2 Careers 3 Aspects of Job Getting Footlick, Jerrold K. "Careers for the 70's" Dow Jones Books, Princeton, N.J Monassy, Louis C. Fancher, Charles M., General Business and Economic Understanding, "Planning for the Future" Prentice Hall, Inc Englewood Cliffs, N.J. 1973 Russon, Allien, "Business Behavior, Southwestern, Cincinnati, 1971 New York Life Ins Co., Career Information Service, Box 51, Madison Sq Sta., N.Y. 10010 - Career Opportunity Pamphlets N.Y. State Dept of Labor Bulletins U.S. Dept of Commerce Booklets Occupational Outlook Quarterly, Vol. 14, No 1, Spring 1970 Reprints from Business Educational Briefs Other Miscellaneous pamphlets from files. Speakers: Businessman - judging interview etc., 7 students for learning experiences Filmstrips) Films) As listed in learning experiences Utica College) MVCC) Committee trip or catalog. Tape Recorders. Library Magazines illustrating grooming, jobs, etc., Mlle, Seventeen.	1 Given the 5 areas of business education available at UFA, each student will choose 1 area and show in 5 sentences how it best suits his needs for his career choice 2 Given an application blank each student will list 5 rules to be followed to complete the blank properly (Systematic Reasoning Recognizes Rules). 3 Given a job description of part-time check-out jobs, each student will write a personal data sheet incorporating the 5 areas 4 Given an incorrectly handled interview situation, each student will rewrite the interview substituting proper responses for 10 responses demonstrably wrong 5 Given a situation of being employed at Utica Mutual Insurance Co show in a paragraph of 100 words or less, how you as an employee can grow on the job in 5 different ways, in 10 minutes

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BUSINESS EDUCATION **UNIT TOPIC** **PROMISSORY NOTES** (Notes Receivable - Notes Payable), **GRADE AGE LEVEL** 10 - 12 **LENGTH OF TIME** 2 Weeks Submitted by: Mr. Chwalek & Mrs. Liddle, Utica Free Academy	1. MAN AND HIS WORK Notes are primarily a credit instrument. 2. MAN AND HIS GODS When interest becomes an expense or income it should be reported on the income tax forms correctly. 3. MAN IN CONFLICT The issuance of notes creates an obligation enforceable by law.	1 COGNITIVE Given the parties to a note, the student will select orally the payee, the maker, principal, interest if any, date of maturity, and maturity value of a promissory note with 90% accuracy in fifteen minutes. 2 SENSORY PSYCHOMOTOR Given five business transactions involving notes, each student will select three and record (write) them in the proper book of original entry with 60% accuracy in thirty minutes. 3. AFFECTIVE: Given a situation, each student will be able to criticize verbally the actions of the debtor in no more than five sentences.	1 Have students prepare chart that shows a large drawing of a note, then have students orally explain the various parts of the note and identify essential parts of note (Produces classification schemes, names concepts, given members) - Reasoning Skill. Accounting 10/12, Freeman, Hanna and Kahn pp. 325 329 Read. Topic I, Problems page 329, numbers 13 through 17. 2. From a teacher-made narrative of note transactions, journal any three transactions, e.g., ABC Company dishonored their 60 day, 6% $1,000 note due today. 3. After consulting with the Legal Aid Society, Mayro Building, Utica, N.Y. - the Law Library at the Oneida County Court House, and/or a family attorney or business law teacher, the student will deliver an oral report on the legal liabilities of signing as a co-maker or an accom	1 In the study of the rise of banking in England, students in social studies could prepare a report on how credit instruments helped to establish the House of Rothchild or Venetian merchants in the Middle Ages in establishing credit instruments while we are studying the structure of notes. 2 In a Home Economics class, of family living, students can discuss the various purposes for which members of a family could become involved in the use of credit instruments while we will be studying how to execute these instruments. 3. In a building construction class the student could discuss the pitfalls involved in pledging their credit as a co-maker or accommodation endorser for a purchase of materials to be used in construction while we are discussing the legal responsibilities of co-makers and accommodation endorsers.	1 NEED FOR CHOICE. ABC Candy Co. sells to small stores with terms of 1/10, n/60. Sales volume has remained approximately the same each year but total accounts receivable have increased. You study the situation and find (1) a smaller percentage of customers taking advantage of the purchases discount and paying within the 10 day period, (2) increase in accounts receivable due to failure of customers to pay within the 60 day period, they are good but slow paying and (3) supervision of accounts receivable is not thorough, only those accounts over 180 days are given attention. I feel that there is a moral obligation to pay within the terms of the sale, that allowing an account to run over 180 days is taking unfair advantage of the seller. 2. Identification of alternatives -- by class discussion. a. Many people do not pay on time. b. Purchase only what you can reasonably expect to pay in the near future. c. Slow payment may injure credit rating. d. Paying late is better than not paying at all. e. Borrowing from a financial agency to pay bills. f. Extreme delay in payment may result in a lawsuit. 3. Possible consequences of alternate "d" of No. 2. Students will state possible consequences for alternative. a. He may fail in business. b. He may have to pay cash for all purchases. c. May affect future borrowing power. d. Could not take advantage of promotional possibilities unless credit was good. 4. Free Choice Among Alternatives - The student will indicate his choice of the alternative which he prefers in writing. The student will be asked to indicate clearly the reasons for his final decision. 5. Internalization - At some later date students must defend their choice. Student may say, "My choice is based upon the following considerations: ... Various assignments will be given so that I will be able to observe several choices in valuing situations in order to infer the underlying value structure. Student must defend his choice against criticism. The student will be required to explain the considerations his choice is based upon. 6. Re-evaluation -- Through various exercises, students will be able to use data resulting from his choice. Observe results of his first decision. The student demonstrates his ability to use data by indicating recognition or by suggesting that he wishes to make another choice.	Accounting 10/12, Freeman, Hanna, Kahn, 1st edition, Gregg Division, McGraw Hill Book Company, New York, 1968, pp. 325-346. Accounting 10/12 transparencies (not teacher made), Part III, Accounting Systems and Procedures. Teacher prepared note forms. Applied Business Math., Piper-Gruber, 8th ed., South Western Publishing Co., 1965, pp. 420-423, and 425.	1. Orally, in two minutes, each student will identify the parties to a note with 95% degree of accuracy. 2. Given a general journal with five selected transactions, each student will record three correctly in 20 minutes. 3. Write a paragraph of no more than five sentences consisting of your reactions to the actions of either the debtor or the creditor in this situation.

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RECORD KEEPING **UNIT TOPIC** **PETTY CASH** **GRADE AGE LEVEL** 11th **LENGTH OF UNIT** 1½ - 2 Weeks Submitted by: Geri Barletto Proctor High School & Alice Dinneen Utica Free Academy	**MAN IN HIS PHYSICAL ENVIRONMENT** In our economic system every man has the need for knowledge required to keep account of the monetary value of his possessions **MAN AT WORK** Keeping financial records is an integral part of all office-related occupations. **MAN AND HIS SELF IMAGE** Every individual receives income, pays taxes, and most consumers perform banking activities, buy insurance, use credit and participate in a retirement plan All of these activities involve keeping and interpreting records.	1 COGNITIVE Given a list of 10 cash expenditures the student will be able to differentiate and identify the proper distribution of payments columns in a petty cash book with 90% accuracy in a 45 minute period. 2 PSYCHOMOTOR Given a transaction for an expenditure for the gas the student will be able to record the expense in the delivery expense disbursements column within 10 minutes and prepare a petty cash voucher with 85% degree of accuracy 3 AFFECTIVE: Given a situation involving the use of petty cash vouchers as a means of petty cash control, the student will be able to criticize or question verbally the need for these vouchers in no more than 5 minutes.	Preparing a 6 column petty cash book from a text book exercise with proper distribution of expenses accurately totaling, balancing, and ruling with necessary information for replenishing the fund (From Clerical Record Keeping Barton & Steinfeld page 139) Reasoning Skill For Objective # 1 (a) Produces classification schemes sorts out one or more dimensions. Performance Skill For Objective # 2 1 - The teacher will select 5 students to act as petty cash clerks with the remainder of the class presenting a variety of charge slips (sales tickets, cash register tapes, sales invoices etc) from which petty cash vouchers are prepared, signed and payment made. Applying Understanding Objective # 3: Using a set of 15 teacher prepared, completed petty cash vouchers, the student will realize that the total of the petty cash voucher agree with the footing in the payments columns of the petty cash book if the work is accurate.	A Social Studies class fund is being expanded for an entertainment project The record keeping class will keep the cash expenditures by recording them on individual petty cash vouchers They will also record them in the disbursement columns of a petty cash book	Step I Recognizing the need for choices after completing a problem recording 15 entries in a petty cash book and preparing the required voucher, one of the students found there was $2.40 spent and not accounted for in his records This situation occurred because the student did not follow a specific rule Teacher brings this situation to the attention of the class, noting that the student had broken a rule The teacher said, "I think that every rule should be followed" and there was a class discussion about rules Step II Identification of alternatives from each student will orally offer alternatives, for example 1 Only follow rules of which you approve 2 Only follow rules made by people you respect 3 - Only follow rules you understand 4 All rules should be followed Step III: Possible consequences The student states possible consequences for alternatives For example: 1 - If rules are not followed, the resulting inaccurate records will lead to the loss of your job 2 - If rules are not followed, you may give the impression to future employers that you were dishonest Other consequences will be determined through open class discussion with the students. Students will examine possible consequences from both their own perspective and the perspective of the larger class Step IV: Free choice among alternatives. The student will indicate his choice of the alternative that he prefers, in writing. The student will be asked to clearly state the reasons for his choice. Step V: Internalization. Various assignments will be given so that the teacher will be able to observe several choices made in valuing situations in order to infer the underlying value structure; the student must be able to defend his choice against criticism. He will be required to explain the considerations his choice is based upon. Step VI: Reevaluation. Through various exercises the student will demonstrate he is able to use data resulting from his choice. The student demonstrates his ability to use data by indicating recognition or by suggesting that he wishes to make another choice.	1 Clerical Record Keeping Baron, Steinfeld 2nd edition South Western Publishing Co 1965 pages 131 154 2 Clerical Record Keeping (Baggett) (Entire) Practice Set 3. General Record Keeping Huffman, Heigis Stewart, and Schneider 5th edition McGraw Hill Publishing Co. 1965 pages 140-146 4. Student Activity Guide and Working Papers. Huffman Stewart, Heieis, and Schneider, McGraw-Hill, Inc 1965 Unit 31, page 143	For Objective # 1 Given a list of cash expenditures each student will record them in the distribution columns with 95% accuracy in 40 minutes For Objective # 2 Given a list of transactions for expenditures the student will record them in the distribution of payments columns with 90% accuracy in 10 minutes For Objective # 3 Given a group of petty cash vouchers the student will total the deductions to determine the new petty cash balance with 85% accuracy in 5 minutes For Objective # 4: Given a sheet containing a situation, each student will write a paragraph of 100 words or less explaining in 20 minutes why he feels a petty cash voucher should or should not be used.

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OFFICE PRACTICE I **UNIT TOPIC** **BUSINESS FILING & RECORD CONTROL** **GRADE AGE LEVEL** 11 - 12 **LENGTH OF TIME** 4 Weeks Submitted by: Alice Nelson Proctor High School	**MAN AND HIS INTIMATES** The success or failure of a business may well depend upon the adequate preparation of its file clerk. **MAN AND HIS SELF IMAGE** Well-developed filing practices insure the prompt retrieval of needed records. **MAN AND HIS INTIMATES** Every person uses indexing and filing in his daily life. **MAN AND HIS COMMUNITY** Billions of dollars are spent by business and government organizations recording, retaining, and retrieving information. **MAN IN HIS PHYSICAL ENVIRONMENT** Some type of charge-out and follow-up system must be developed to insure return of borrowed documents to the file. **MAN AT WORK** Records must be filed in a way in which requested material may be easily found. **MAN IN CONFLICT** Files must be purged to make way for active, up-to-date, current information. **MAN AND HIS ASPIRATIONS AND FEARS** Every information system uses alphabetic filing in some manner.	OBJECTIVE I Affective Given a list of 50 businesses and organizations in the community the student will judge the ones which would require an information retrieval system, within a 10 minute time period, with 85% degree of accuracy. OBJECTIVE II Cognitive Given 100 random names from the textbook, student will be able to index each name correctly in five 40-minute periods, with a 85% degree of accuracy OBJECTIVE III Psychomotor Given 100 indexed random names, student will type each name on a 3 x 5 card and arrange them alphabetically, with 90% degree of accuracy.	FOR OBJECTIVE I A. Reading a list of 50 businesses and organizations in the community. B. Reading the textbook CLERICAL OFFICE PRACTICE, "Records Management," Pp 245-328 FOR OBJECTIVE II A. Reading the textbook, CLERICAL OFFICE PRACTICE, "Records Management," Pp. 320-328. B. Viewing a filmstrip, "Progressive Filing Series," McGraw Hill, 8/12/30. FOR OBJECTIVE III Typing on 3x5 cards. Recognizing and applying rules of alphabetical filing from textbook and filmstrip. Reasoning Skill: (Recognition of order, rules, and problem solution.)	Student will be participating in maintaining accurate records for the Senior Yearbook Student will be compiling a bibliography for a term paper or reference paper in Social Studies, English, or Science. Student will be using the library catalog for reference work for term papers in Social Studies, English, or Science.	Step I Recognizes the Need for Choices Keeping the records for the Senior Yearbook is the responsibility of the Office Practice Class. The Junior students are responsible for determing the procedures necessary to maintain accurate records and efficient methods for keeping track of funds In past years, student and faculty pictures have been lost and records of past years' correspondence with the publisher and advertisers have been in a state of disorder. Some students and teachers have not received their Yearbooks at all because of improper handling of records and the misfiling of information. Teacher makes the following statement: "I do not feel that Junior students are sufficiently mature to assume full responsibility for the keeping of records for the Yearbook." Class discussion was held. Student may indicate by direct statement why he feels he is sufficiently mature to assume responsibility for the Yearbook records. He will explore other responsibilities he has assumed in areas other than his school situation. Step II - Identifies Alternatives Student will orally express to a leader, who will list the various alternatives on the board, his identification of alternatives. E. G. No Yearbook at all. Yearbook edited and published by the faculty. Yearbook edited and published by the students, with faculty supervision. Step III - Analyses Alternatives in the Light of Consequences. Student will orally express to a leader, who will list the choice of alternatives and the consequences on the board. E. G. No traditional memory book for students and faculty. Students have no practice in assuming responsibility. Yearbook will be published on time, with students assuming responsibility for proper record-keeping. Step IV - Freely Chooses Among Alternatives. Student will indicate orally to the student leader his choice of the alternative he prefers. Step V - Internalization of Choice. The student will defend orally his choice against criticism. The teacher will observe several choices made in valuing situations in order to inform the underlying value structure. Step VI - Re-evaluation. Through various discussions, the student will demonstrate that he is able to come to use data resulting from his choice. At this point, he may also suggest that he wishes to make another choice.	For Objective I A list of businesses and organizations in the community Textbook: CLERICAL OFFICE PRACTICE, Agnew, Meehan, Pasework, 4th ed., Pg. 245 to 318. Telephone Book For Objective II Filmstrip, "Progressive Filing Series" McGraw Hill, 8/12/30 Textbook: CLERICAL OFFICE PRACTICE, Agnew, Meehan, Pasework, 4th ed., Pg. 245 - 318. Teacher's Key to CLERICAL OFFICE PRACTICE. Typewriter. 8½ x 11 Typing paper For Objective III Typewriter. 3 x 5 cards. 8½ x 11 Typing paper. Textbook, CLERICAL OFFICE PRACTICE, Agnew, Meehan, Pasework, 4th ed., Pp. 245 - 318.	From a given list student will check the businesses and organizations in the community which he judges would require an information retrieval system, with a 95% degree of accuracy On 8½ x 11 typing paper, student will type a list of 100 random names indexed correctly with a 95% degree of accuracy On 8½ x 11 typing paper, student will type 100 indexed names as filed alphabetically on 3 x 5 cards, with a 95% degree of accuracy.

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NOTEHAND UNIT TOPIC DEVELOPMENT OF PUNCTUATION GRADE AGE LEVEL 16 - 18 Years LENGTH OF TIME 3 Weeks Submitted by: Lila Sfeir Proctor High School & Peter Talarico Kennedy Jr. High School	MAN & HIS WORK All written work must be punctuated for proper communication MAN & HIS SELF IMAGE Anyone who writes, must be able to punctuate for clarity MAN & HIS COMMUNITY Punctuation is helpful in reading written material with greater accuracy. MAN AT WORK Business letters should be punctuated accurately.	AFFECTIVE In most cases the choice of punctuation is obvious, however, there are times when the student must make a choice Given 10 sentences containing the various uses of the comma, the student will be able to choose the reason for its use in 8 of the 10 sentences PSYCHO MOTOR Given 15 dictated sentences containing dependent clauses, infinitive phrases, non-restrictive clauses, parenthetical phrases, apposition and compound sentences, the student will type 10 of the 15 sentences in 25 minutes. COGNITIVE: Given a sheet of 15 sentences containing dependent clauses, each student will be able to punctuate 10 of these correctly in 25 minutes.	Teacher made worksheets will be handed out to students, and they will accurately punctuate the sentences. The student makes the choice of punctuation in each sentence, then he must explain his reasoning for that choice using rules Reasoning Skill (Systemic Reasoning Recognizes orders and rules 1 Recognizes rules 2. Recognizes complex relationships of rules.) Classroom discussions. Example Oral explanation by students of 10 sentences dictated to them as to proper use of the comma. Classroom discussion will follow the return of typed 15 sentences, which were corrected by the teacher. Use of a teacher made guide by students, and a dictated letter, to aid in recognition of rules. Have the Personnel Manager of Mohawk Containers speak to the class about the importance of proper use of punctuation in communication. Student-written skit: One student will read with improper punctuation, and another read same passage with proper usage of punctuation. Students and teacher plan a bulletin board. Example: Banners with unpunctuated sentences -- little chicks with punctuation marks in their beaks, running to the sentences. Heading of the bulletin board: WHAT SENTENCE SHOULD EACH CHICK CHOOSE? Reasoning Skill: (Systematic Reasoning -- Recognizes orders and rules: 1. Recognizes rules; 2. Recognizes regularity, pattern, and order; 3. Recognizes complex relationships. Evaluate order and rules: 1. Makes judgments as to the accuracy and consistency of patterns and rules.)	COORDINATE THIS UNIT WITH ENGLISH 9 AND ENGLISH 10 Bring in sentences from notes taken in Social Studies containing commas and identify each. Correlate this punctuation unit with a Social Studies project by taking notes in shorthand on a documentary on television given as an assignment in Social Studies. Punctuate the notes for clarity.	CONCERN Responsibility Step I Recognize the Need for Choices Students were given assignments to take dictation of news broadcast. Transcribe the 6:30 NIGHTLY NEWS and lectures. Have students transcribe the material to indicate an intelligent report with proper use of punctuation. The next day it was found out that 30% of the students had copied the assignment from others. The teacher feels that this 30% did not assume responsibility -- "Do you (class) agree or disagree with this?" Step 2 Identification of Alternatives Class discussion about responsibility was held. These were some of the alternatives discussed: 1 - Not doing this assignment does not necessarily show lack of responsibility. 2 - Getting the assignment from someone else is not showing responsibility. 3 - Handing in a copied assignment is better than not doing it at all. 4 - Students who do not do the assignment are not responsible. 5 - Students who do not do the assignment should be penalized. 6 - Handing in late is better than not handing in assignment at all. 7 - Giving a valid excuse is better than copying. Step 3: Consequences of Alternatives Students examine possible consequences from both their own perspective and from the perspective of the class. Step 4: Free Choice Among Alternatives. (Actual behavior) The student indicates his choice by writing a paragraph in which he will state his reasons for that choice. Step 5: Internalization At a later date, the students must defend their choice Student: "My choice is based upon the following considerations." Step 6: Re-evaluation Observe the results of his first decision. The student demonstrates his ability to use data by indicating recognition or by suggesting that he wishes to make another choice	Gregg NOTEHAND Zoubek, Poem Deese Workbook for the above Textbook. PUNCTUATION DRILLS AND EXERCISES, Brendel and Near. Workbook for above. REFERENCE MANUAL FOR STENOGRAPHERS AND TYPISTS, Gavin & Sabin. Gregg SHORTHAND Diamond Jubilee Series. Second Edition. Gregg, Leslie, and Zoubek. REFERENCE MANUAL FOR OFFICE EMPLOYEES, Fourth Edition Larsen and Koebele. FILMSTRIP EDUCATIONAL DEVELOPMENTAL LABORATORIES, Gregg Shorthand Course. Teacher-made worksheet containing sentences for students to punctuate correctly.	FOR OBJECTIVE I Given 10 sentences containing the various uses of the comma each student will be able to identify in writing the reason for its use with 90% accuracy in 40 minutes (SYSTEMATIC REASONING: Recognizes orders and rules: 1 Recognizes rules, 2 Recognizes complex relationships of rules.) FOR OBJECTIVE II Students will type 10 out of 15 dictated sentences containing dependent clauses, infinitive phrases, non-restrictive clauses, parenthetical phrases, appositions, and compound sentences with 90% accuracy in 45 minutes Reasoning Skill (Systematic Reasoning: Recognizes orders and rules: 1 Recognizes rules, 2 Recognizes regularity, pattern, and order, 3 Recognizes complex relationships.) FOR OBJECTIVE III Given 15 sentences containing dependent clauses, each student will be able to punctuate correctly 10 of these with 100% accuracy in 45 minutes. Reasoning Skill: (Systematic Reasoning: Recognizes orders and rules: 1. Recognizes rules; 2. Recognizes regularity, pattern and order, 4. Recognizes complex relationships. Evaluate order and rules: 1. Makes judgments as to the accuracy and consistency of patterns and rules.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCED IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BUSINESS EDUCATION **UNIT TOPIC** **(DEVELOPMENT OF SKILL IN DICTATION) FROM 60-80 WORDS PER MINUTE** **GRADE AGE LEVEL** **Senior High (11 12)** **LENGTH OF TIME** **5 - 6 Weeks** Submitted by: **Mary Mitchell** **Proctor High School** **&** **Ann Gaetano** **Utica Free Academy**	**MAN AND HIS ASPIRATIONS** Command of shorthand principles is imperative for success in stenography. **MAN AND HIS SELF IMAGE** Insufficient penmanship practice and review of shorthand principles are often judged unwise. **MAN AND HIS ASPIRATIONS** To acquire ability to take dictation verbatim requires constant practice. **MAN AT WORK** Secretaries contribute to a firm's good image by typing dictated letters that a competent businessman could sign. **MAN AND HIS COMMUNITY** Reinforcement of the mechanics of English enhances a business firm's public relations.	COGNITIVE: 1 Given a list of 100 words that covers brief forms, phrases and principles, each student will write shorthand outlines with at least 90% accuracy in 40 minutes PSYCHOMOTOR 2. Given dictation of 3 business letters at 80 words a minute, 75% of the students will construct outlines that can be transcribed with at least 95% accuracy in 45 minutes. AFFECTIVE 3. From dictation of the 3 letters above, 75% of the students will choose the letter style they prefer and produce 2 of the 3 letters in mailable form with at least 95% accuracy in 35 minutes PSYCHOMOTOR 4 Given 3 letters to transcribe, students will produce 2 mailable letters, spelled, punctuated, and typed with 100% degree of accuracy in 40 minutes COGNITIVE: 5 Given word lists with 4 columns titled (1) Desirable Work Habits, (2) Personality Traits, (3) Attitudes, (4) Proper Business Etiquette, 95% of the students will choose and place in the columns the proper word with 95% accuracy.	For Objective # 1 This is a review. The core of this unit deals with objectives 2, 3, 4. Practice writing shorthand outlines from lists of words that appear in every chapter of the text, Gregg Shorthand, D J Series, Gregg Leslie, Zoubek, McGraw Hill Reasoning Skill: Uses rules appropriately, (Production of order rules, and problem solving.) For Objective # 2 (a) Dictation Development from Gregg Transcriptions (textbook) Leslie & Zoubek, page 86, Lesson 12, dictate letters 81, 82, 83 building speed from 60 to 90 words a minute (b) Discussion of business vocabulary pertaining to lesson (textbook) pages 85, 86, 87 (c) Taking dictation from tapes (Three channel tape dictation) Student makes selection of speed (70-80-90). Recordings are made by D D C. For Objective # 3: (a) Classroom discussion and questions on proper placement and styling of a business letter, emphasizing styles most frequently used -- full block style, modified block, and indented (b) From dictation (at 80 WPM) of letters 65, 66, 67, Dictation for Transcriptions, Leslie & Zoubek, students will select letter style and transcribe 2 of the letters within 30 minutes. For Objective # 4: Practice Experience. (a) From the DDC spelling Improvement chart, learn the correct spelling and shorthand outlines for 20 lists of 25 words each. Lists are issued weekly over a period of 20 weeks. (b) Reading from text on punctuation and grammar review. Ex.: Punctuation brushup on comma usage -- text pg. 14, 15, 16. Discuss usage in letters 3, 4, 5, 6 -- pg 18, 19, 20. Ex.: Discuss use of the apostrophe - read pg. 78 (text). Select examples from letters 74, 75, 76 (text) For Objective # 5: (a) Prepare a bulletin board: "Secretarial Do's and Don'ts" by J. Weston Walch. (b) Viewing films: The Secretary; A Normal Day; Typing Skills; Daily Job Techniques by Coronet Instructional Films. (c) Listening to a Guest Speaker. Ex.: President of the Utica Chapter of the National Secretaries Association. Topic: "Applying for a Job."	English: Reference Manual for Stenographers and Typists by Ruth Gavin, E L Hutchinson, Gregg Publishing Division (1) Study Punctuation Ex: Discuss at least 7 different usages of the comma (2) Grammar Review Ex: Discuss similar words: affect, effect, there, their, to, too, two, etc. Ex. Discuss singular possessive nouns, plural possessive nouns, possessive pronouns. Ex.: Discuss accurate usage of bring, take, choose, chose, between, among, etc Social Studies Dictionary, Webster's Seventh New Collegiate Dictionary. From A Pronouncing Gazetteer. Location and pertinent facts about cities, states, countries in correlation with mailing of letters. Ex.: Seattle - Where is it located, what time belt is it in?	Concern: Honesty Step 1: Recognizes the Need for Choices Dictation was given at 70 words a minute. Jane Dorn, an A student, got the dictation with ease. Mary Smith, her best friend, had difficulty. Because of the seating arrangement in the classroom help could be obtained among students without teacher's knowledge. Achieving mailability on this letter by Mary meant reaching the minumum number of mailable letters required for a D grade for the marking period. This was the final day of the marking period. Mary copied from Jane. Teacher brings situation to the attention of the class. Teacher: "I feel that Mary was dishonest." • Step 2 - Identification of Alternatives Class discussion concerning honesty was held around various questions which may not have been fully explored by the students • Step 2 1. Mary could have taken the lower grade 2. Mary could have informed the teacher that she did not get the dictation 3. Mary could have requested a postponement of the test 4. Mary can copy from Jane without being dishonest because they are friends. Step 3 - Possible Consequences of Alternatives Students will state possible consequences for the alternative and examine them. Possible consequences for alternative # 2: 1. Teacher may not accept her excuse. 2. She might not pass the course. 3. Teacher might give Mary another chance at the dictation 4. Teacher may give Mary another letter at a slower speed Step 4 - Free Choice Among alternatives each student will indicate his choice of the alternative which he prefers orally. Step 5 - Internalization of Choice The student will defend his choice against criticism. Teacher will observe several choices made in various situations in order to understand the underlying value structure. Step 6 - Re-evaluation Through various projects, the student will demonstrate that he is able to use data resulting from his choice. At this point he may also suggest that he wishes to make another choice.	Standardized tests Gregg Diamond Jubilee Series, McGraw Hill 1 Text - Gregg Transcription, D J Series, Leslie Zoubek - McGraw Hill Lesson 12 2 Dictation for Transcription, correlates with text lesson 11. Tapes: Dictation Disc 50-100 WPM Records: Dictation Disc 50-100 WPM Califone Record Player Wollensak Tape Recorder - 3 stations Dictionary - Webster's 7th New Collegiate Dictionary (one for each student) Stop Watch - for teacher DDC Spelling Improvement Chart Bulletin Board (see learning experiences) Films " " " Speaker" " " Magazines: Today's Secretary by Gregg Publishing Co. Sections on Ask the Experts, Word Teasers Balance Sheet by Southwestern Publishing Co Ex.: "Prepare Your Own Dictation Materials", February 1974, pg. 199 Booklets: Gregg Tests Awards 1973-74 booklet, pg. 4 thru 31 Reference Manual for Stenographers and Typists by Ruth E. Gavin, E.L. Hutchinson - 3rd edition, Gregg Publishing Co Reference: Century 21 Typewriting, Lessenberry, et al., Southwestern Publishing Co.	For Objective # 1 Given a standardized test consisting of 500 brief forms, phrases and principles, 75% of the students will be able to fill in 475 blanks with the correct shorthand outline in 50 minutes For Objective # 2 Given dictation of 3 business letters at 80 WPM, 90% of the students will construct outlines that can be transcribed with at least 95% accuracy in 45 minutes For Objective # 3 From the letters mentioned above, 75% of the students will transcribe 2 of the letters using a letter style they prefer within 30 minutes and with a minimum accuracy of 95% For Objective # 4 Given a mimeographed copy of 3 business letters which have been typed without punctuation and with several spelling errors, 90% of the students will write in all necessary punctuation and correct all spelling errors with 95% accuracy

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SECRETARIAL PRACTICE **UNIT TOPIC** **LETTERS WRITTEN BY THE SECRETARY** **GRADE AGE LEVEL** 12th Grade **LENGTH OF TIME** 2 Weeks Submitted by: Jean O'Hara Proctor High School & Rose Riley Utica Free Academy	**MAN AT WORK** A secretary must be able to handle the answer to some of the mail. **MAN AND HIS SELF IMAGE** A secretary must be self-confident in her ability to compose letters. **MAN AS CREATOR AND EXPLORER** Must have background of fundamentals such as punctuation, grammar, spelling, etc. **MAN AND HIS COMMUNITY** Business is an inherent part of the community.	1. PSYCHOMOTOR Given an unarranged letter, 90% of the students will be able to type the letter using correct form, punctuation, and spelling, thus producing a mailable letter in 30 minutes. 2. AFFECTIVE: Given the job of answering a formal invitation, the student will choose the letter style he prefers and construct a letter with 80% accuracy in 30 minutes. 3. PSYCHOMOTOR Given a 5 minute timed writing, 80% of the students will type 40 words per minute with less than 5 errors. 4. COGNITIVE: When asked to answer a want ad, 80% of the students will be able to compose a letter of application with 70% degree of accuracy in 35 minutes.	Students given spelling lists, prepared by teacher. Students given punctuation rules prepared by teacher. Given a letter, the student will type it using all the acceptable business styles, block, indented, etc. Students given library research project, i.e. referring to Emily Post's book on etiquette they will find correct form for writing formal acceptance to invitation. 5 minute timed writing will be given each day. Use 1 minute power drills to build speed and accuracy. Students will pick out letter which will create favorable impression and those which will not. (Use letters showing each type of composition). Students will find a want ad from a local newspaper and will type a letter of application.	English Department Punctuation Spelling Grammar Library Use card catalog to find Emily Post's ETIQUETTE Math Department Tabulations used in letters. (Correct Totals) Home Economics Good manners, tone of letter. Art Department Make posters showing various letter styles.	Choosing Careers Betty White, a student has had interviews for two possible jobs. One is in a large company where she would start as a clerk typist at the lowest pay scale. If she proved to be capable, there was much more opportunity for advancement. The second opening was a one-girl office where she would receive a comparatively good salary. However, there wasn't much room for advancement. Teacher: I feel Betty should accept job No. 1. Identification of alternatives (Class discussion about choosing a career) These were some of the alternatives discussed: (a) Betty could accept job 1. (b) Betty could accept job 2. (c) Not accept either, look for another job. (d) Start with 1 and after gaining experience apply elsewhere. (e) If she accepted job 2, could she make arrangements for increments later? (f) No job; get married. Possible consequences of Alternatives: Students examine possible consequences from both their own perspective and from perspective of whole class. Possible consequences if accepts Job 2: (a) No opportunity for advancement. (b) Might not enjoy working in small office. (c) Might have more work than she can handle. (d) She might be required to perform tasks she is not acquainted with. Possible consequences if accepts Job 1: (a) Lost in large organization. (b) Competition from other workers for better jobs. (c) Not like atmosphere of not having close contact with boss. (d) Might not like working with large numbers of people. The student will indicate his choice of the alternatives which were presented and the reasons for his choice. Internalization - Re-evaluation. At some later date, gave out description of two jobs. After class discussion involving new evidence, student re-evaluates his decision.	APPLIED SECRETARIAL PRACTICES. Cregg, Fries, Rowe, Travis. Audio Visio Films showing how to use typewriter effectively (Specific) REFERENCE MANUAL FOR STENOGRAPHERS & TYPISTS. Gavin and Hutchinson. ETIQUETTE Emily Post. WEBSTER'S DICTIONARY Speakers in Class Personnel Managers "How to write a letter of application that will be considered".	1. Given an unarranged letter, 95% of the students will type a mailable letter with 95% degree of accuracy in 20 minutes. 2. Given a wedding invitation, the students will write a formal acceptance in the style of his choice with 95% degree of accuracy in 20 minutes. 3. Given a 5 minute timed writing, 95% of the students will type 40 words per minute with 3 or fewer errors. 4. Given an actual want ad, each student will compose a letter of application with 95% degree of accuracy in 30 minutes.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTICE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BUSINESS ED **UNIT TOPIC** **TYPING - LETTERS & TABLES** **GRADE/AGE LEVEL** **SENIOR HIGH (10-12)** **LENGTH OF UNIT** **2-3 WEEKS**	**COMMUNITY:** All letters contain a heading, an opening, a message, and a closing. **SELF IMAGE:** The four basic "styles" of letters are (1) Full blocked, (2) Blocked, (3) Semi blocked, and (4) Indented. **WORK:** Letters may be arranged with open or mixed punctuation. **WORK:** Tables consist of a title or titles and a body. **SELF-IMAGE:** Tables are arranged in open-style form or closed-style form.	**COGNITIVE:** 1 - Given a copy of a short business letter, each student will identify in writing the parts of the letter in 15 minutes with 100% accuracy **PSYCHOMOTOR:** 2 - Given a 100 word unarranged business letter, each student will type the letter in "blocked style" or stationery provided, in 15 minutes with fewer than 3 errors. **PSYCHOMOTOR:** 3 - Given a 150 word unarranged business letter, each student will type the letter in "full blocked" style on stationery provided, in 25 minutes with fewer than 3 errors. **AFFECTIVE:** 4 - Given a 100 work unarranged business letter, each student will choose a letter style that he feels more comfortable with, and type the letter on stationery provided in 15 minutes, with fewer than 3 errors. **PSYCHOMOTOR:** 5 - Given an unarranged table, each student will construct a table in "open style" form in 30 minutes with fewer than 5 errors.	Reading Text - Typing 300 by Rowe, Lloyd & Winger, Volume One (1972) A.I.M. 77 & 78, pages 81-84. Viewing Transparencies - on overhead projector. (Teacher made transparencies of business letters with parts identified) Business letters typed from letters in Business Correspondence by Fruehling and Bouchard McGraw-Hill Book Company, pages 118, 151, 152 Study Guides - Learning Guides & Working Papers for parts 1-6 of Typing 300 Volume one by Rowe, Lloyd and Winger. Page 37 Viewing Filmstrip - EDL typing keyboard instruction - Gregg McGraw Hill Book Co. Practice Experience - Typing 300, Volume I by Rowe, Lloyd & Winger. Page 82 Step I and Step 2. Also practice experiences such as: (a) Your employer dictates a letter to the Smith Electronic Company, 97 Main Street, New York, N.Y. 13378. The letter is to be delivered to Mr. John Small of that firm. Type the date, inside address, and salutation. - and - (b) Mr. David L. High, president of the High Paper Company, has dictated a letter to be sent to a long-time client. Type a suitable complimentary close, typewritten company name, dictator's name and official title and your reference initials. Classroom Discussions & Questions - Ex: Where does the body of a letter begin? Where are 2 places on a horizontal line for typing the complimentary close? Why is the address of the recipient typed in a letter? Viewing Filmstrip - "A Job That Goes Someplace" Guidance Associates of Pleasantville, N.Y. 10570 Designing a Bulletin Board - "Taking the errors out of letter typing" Title of bulletin board. Reading Text - (1) Typing 300 Vol. I by Rowe, Lloyd and Winger (1972) Gregg Aim 79-86 - Bus. letters, pages 85-93, Aim 87-98 Tables pages 93-105.	Coordinate unit with English 10 unit on letter writing. Composing various letter types Arrange letters reading text. The Elements of Style - by William Strunk, Jr. and E.B. White 1972 (ManMillan Book Co.) English Style Skill Builders - by Cleary Gregg Publishing Co. Exercises in Business Correspondence - by Fryehling & Bouchard (Gregg) pages 1 - 46 Science (Human Ecology) Compose letters for Ecology Day. Type letters Social Studies, Sociology Conduct survey, arrange and type results. Construct various tables where appropriate.	1 - Jane Lane has just been hired as secretary to Mr. Davis and Mr. Dote. She has been typing Mrs. Davis' letters in block type with open punctuation and Mr. Dote's letters in the modified block style with mixed punctuation because the previous secretary had told Jane this is the way they seemed to prefer the letters. Jane believes the blocked style with open punctuation is best. What do you think Jane should do? 2 - Just before the end of the day, Mr. Ray dictated a letter to one of the branch managers requesting important information. He asked Sue Williams to type it and send it airmail. In the rush to get it out before 5 o'clock, Sue forgot that the letter was to be sent airmail. The letter was metered and went out at the regular rate. Five days later Mr. Ray comments to Sue that he cannot understand why he has not received a reply from the branch manager who is usually very prompt in supplying requested information. What do you think Sue should do?	Guest speaker - Business Manager from Utica Mutual Insurance Co. Topic: The Cost of Typing a Letter. Text - Typing 300 by Rowe, Lloyd & Winger Volume One (1972) pages 81 - 105 Typewriting Techniques & Shortcuts - Third Ed. by MacClain & Dame (South Western Pub. Co.) Letters & Tables. Magazine Today's Secretary - by Gregg Publishing Co. Section on Business letters and Tables A. Booklets - Typing Tips National Book Co. A division of Ed. Research Associates, 1019 S.W. Tenth Ave., Portland, Oregon 97205 B. Reference Manual For Office Personnel - 5th Ed. by House and Koebele - South Western Pub., Co. C. Improving Clerical Office Skills (University of State of N.Y.) State Ed. Dept. Curriculum Development, Albany, N.Y. 12224 Lesson 3 Part IV "Understanding The Business Letter" Practice exercises from Gregg Lab Materials for Typing 300 Text. Example: First student will type as much of a particular letter from salutation through closing within 4 minutes and within 5 errors. Then student will type another copy of the same letter - a better one (within 3 errors) etc. Filmstrips as stated under Learning Experiences Tapes as stated under Learning Experiences	For Objective # 1: Given a copy of a short business letter, each student will identify the parts of the letter in the spaces provided. For Objective # 2: Given a 100 word unarranged business letter, each student will arrange the letter and type it in "blocked style" on stationery. Student will supply all necessary details. Student will have 15 minutes to complete the letter. For Objective # 3: Given a 150 word unarranged business letter, each student will have 25 minutes to type the letter in "full blocked" style on stationery provided. For Objective # 4: Given a 100 word unarranged business letter, each student will choose a letter style and type the letter on stationery provided, in 15 minutes with fewer than 3 errors. For Objective # 5: Given an unarranged table, each student will arrange the table in "open style" form and type it. Time allowed for completion - 30 minutes.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BUSINESS ED UNIT TOPIC TYPING - LETTERS & TABLES GRADE/AGE LEVEL SENIOR HIGH (10-12) LENGTH OF UNIT 2-3 WEEKS *(CONTINUED)*			(2) Typewriting Techniques & Shortcuts, 3rd Ed. by MacClain & Dame (South-Western publishing Co.) pages 65-70 (Tables) Part B - "Typing Various Jobs Expertly" (letters) Reading Magazines - Today's Secretary, by Gregg publishing Co., Editor - A.M. Roberts - Section on Business letters Viewing Transparencies - Teachermade transparencies of various letter styles. Ex: "blocked style" letters, "full blocked" letter, "indented style" letter, etc., Copies of letters from Clerical Office Procedures, Fifth Ed., by Meehan, Pasework & Oliverio - South-Western Publishing Co. Classroom Discussion - Ex: Why would you choose a particular letter style? Listening To A Guest Speaker - Ex: Business Manager from Utica Mutual Ins. Co., Topic: The Cost of a Letter. Study Guides - Learning Guides & Working Papers - For parts 1-6 of Typing 300 Volume one by Rowe, Lloyd & Winger. (a) Correspondence styles - page 38 (b) Learning Guide - Tables - page 53 Practice Experiences - Typing 300, Volume I by Rose, Lloyd & Winger (Gregg) Letters - Aim 79-86 Jobs: 79-1 - 79 - 2 - page 85 80-1 - 80 - 2 - page 86 & 87 82-1 - page 89 83-1 - page 90 85-1 - page 92 Tables - Aim 87-98 Jobs: 87-1 & 87-2 - page 94 88-1 & 88-2 - page 95 89-1 & 89-2 - page 96 90-1 - page 97 92-1 & 92-2 - page 99 93-1 & 93-2 - page 100 94-1 & 94-2 - page 101 95-1 page 102 Examining & Viewing Sample Business Letters - Teacher obtained business letters from various area firms. Viewing Filmstrip - "Trouble at Work" Guidance Associates of Pleasantville, N.Y. 10570 Listening to Tapes - (1) Instructional Recordings for Typing 300 - Typing Procedures (letters & Tables) (2) Writing For the Office - Stock No. 110800, National Book Co., Individual Div. of Ed. Research Associates, 1019 S.W. Tenth Ave., Portland, Oregon 97205 Reading Resource Booklets: (a) Typing Tips - National Book Co., A division of Ed. Research Associates, 1019 S.W. Tenth Ave., Portland, Oregon 97205 (b) Reference Manual For Office Personnel - 5th Ed., by (House & Koebele) South-Western Pub. Co. (c) Improving Clerical Office Skills (Univ. of State of N.Y., State Ed. Dept., Curriculum Dev., Albany, N.Y. 12224 Lesson 3 Part IV "Understanding the Business Letter"			Tapes as stated under Learning Experiences Sample Letters from various area business firms. Transparencies as stated under Learning Experiences.	

ENGLISH

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE) SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
READING **UNIT TOPIC** **WORD-ATTACK SKILLS** **GRADE AGE LEVEL** 7th & 8th Grades **LENGTH OF TIME** 3 Weeks Submitted by: Marguerite G. McKennan Hughes School	**MAN & HIS INTIMATES** In order that Man may enhance his self-image, he must understand (be aware of) his aspirations, analyze his fears, relate to rather than be in conflict with his intimates, his environment, or his community (both at work and at play). To create, explore, or interpret his spiritual emotions (Man and His God(s), Man must be aware or understand. Reading is the most formalized skill by which Man becomes aware and or understands the section of the universe and era in which he finds himself. Word-Attack Skills enable the student to decode unfamiliar words so, that he will comprehend what he reads. The main word-attack skills in this unit are: 1. Structure (prefix-root-suffix) 2. Phonics (sound of vowels, consonants, cluster, blends, etc.) 3. Context clues 4. Footnotes 5. Dictionary skills **MAN & HIS GODS** Therefore, to function adequately at "his point in time", he must be able to read (decode the written symbols) at a sufficient level to enable him to pursue his aspirations, analyze his fears, relate to, rather than be in conflict with, his INTIMATES, environment, community, both at work and at play, and to be able to create, explore, or inter-	COGNITIVE 1. Given a paragraph containing either familiar or unfamiliar words, each having a recognizable root plus a familiar prefix and/or suffix, each student will identify the correct word meaning to 80% degree of accuracy. 2. Given a list of ten words, the student will use phonetic skills or phonetic spelling to "unlock" meaning as students often recognize words if they "hear" them pronounced. Students should do this to 80% degree of accuracy. 3. Given a paragraph of five unfamiliar words, each student will use context clues to identify to 80% degree of accuracy the meaning as used in that context. 4. Given three pages of reading with ten footnotes, the student will identify exact meaning or pronounciation to 100% degree of accuracy. 5. Given a page of reading containing five familiar or unfamiliar words, the student will look up the words in a dictionary and identify the precise meaning of each word as used in this particular context to 100% degree of accuracy. AFFECTIVE 1. Given a paragraph in which the author has created a certain mood (fear, joy, hate, praise, criticism), the student will use all connotative and denotative clues to judge between groups of 3-4 synonyms depicting various moods and will tell why they are slightly different (in intensity or connotation, etc.) this the student will do to 80% of accuracy. PSYCHOMOTOR 1. Given a competitive game situation at the blackboard, each student will demonstrate a clear understanding of phonetics by drawing a paper from a box on which several instructions are given, such as draw the	1. Each student will write the meaning of all words he recognizes in a given paragraph using the skills of prefix, root, and suffix analysis. 2. Student will either phonetically write the correct pronunciation of certain words in a paragraph, pronounce them for the teacher, or indicate the correct pronunciation in a multiple choice exercise. 3. Each student will either write the definition of each word he has recognized by the use of context clues in a given paragraph, orally explain the definition, or match that particular definition in a matching exercise. 4. Each student will, after reading a short story with several footnotes, demonstrate his mastery of the explained material by answering questions on the footnoted items. 5. Each student will use a dictionary to locate and write the precise definitions used in that particular context of several words in a newspaper or magazine article. 6. Given a short story, article, poem, or one-act play, the student will write a paragraph of approximately 150 words describing the mood and citing certain words as examples or "clues" that the author used in creating the mood. 7. Reasoning Skill Used: relational and implicational. After reading a short play, the student will select one character to interpret before the class. Using the stage directions and the adverbial suffix (ly) words, the student will read the character's lines and follow the directions to recreate the character's actions. Evaluated by teacher observation.	In science, or using the science text, each student will depict by models or drawings the meanings of such prefixes as trans, endo, and eso, such roots as meter, frac, and duc, and such suffixes as ese, itis, and ology. In social studies or using the social studies text, each student will demonstrate his knowledge of suffixes by writing the meaning of words such as: legislate legislature legislation legislator Demonstrate knowledge of prefixes by writing the meaning of words such as: interstate intrastate predate postdate antedate antebellum post-war subcommittee superstructure	VALUE DEVELOPMENT 1. A student is reading a textbook or a story and comes across five unfamiliar words, or familiar words with different or new meaning. Does he need or want to know the meaning of the words as used in the context? Does "not knowing" the specific meaning of the words as used therein alter his understanding (comprehension) of that particular paragraph or page? 2. The student recognizes that he has the alternative of either ignoring the unfamiliar words, guessing at their meaning, or using one of the word-attack skills, or a combination of them, as taught in this unit. The teacher will know which alternative the student selected by directly questioning the student on the specific meaning of the unfamiliar words and how he arrived at his concept of their meaning. 3. The consequence of ignoring the word or guessing may very well result in not understanding the page. This lack of comprehension will mean, ultimately, a poor mark, a negative feeling with regard to success, and possible loss of parental teacher approval. 4. He has the choice of failing or achieving. He has the choice of not using a word-attack skill to "unlock" the meaning of strange words. 5. Does he or does he not comprehend what he is reading? Does he or does he not care to comprehend?	Tactics in Reading A (7) Tactics in Reading B (8) by Olive S. Niles, Elsie Katterjohn, Mildred A. Daugherty et al., Scott, Foresman and Company 1972 Open Highways 7 Skillbook Open Highways 8 Skillbook by Robinson, Monroe, Artley, Huck, Jenkins, Aaron & Greet, Scott, Foresman and Company 1968 Thrust 7 Focus 8 by Stephen Dunning, Elsie Katterjohn, et al., Scott, Foresman and Company 1970 Overhead Visuals - Word Study Skills (50 transparency lessons) In Other Words - A Junior Thesaurus by Greet, Jenkins, Schiller, Scott, Foresman and Company 1969 Prose and Poetry Journeys and Directed Reading Workbook - (gr. 7) Text authors - Iverson & McCarthy Workbook authors - Iverson & Kraus L.W. Singer Company 1963 Prose and Poetry Adventures and Directed Reading Workbook - (gr. 8) by Iverson & McCarthy (text) Iverson & Kraus (workbook) L.W. Singer Company 1963 Spell Correctly 7 Spell Correctly 8 by Benthul, Anderson et al., Silver Burdett Co. (General Learning Corporation) new edition 1974	The purpose of evaluation is to determine if, after concentrated instruction in word attack skills, the students can transfer the skill to the real life situation in their texts and thus enable them to "decode" unfamiliar words. 1. Using their science, math, social studies, and reading texts, students will be directed to certain designated pages in each text containing unfamiliar words made up of recognizable prefixes, roots, and suffixes (5 in each text). Students will first break each word into prefix root suffix and then write the meaning of the entire word after analyzing its structure. 2. Using their science, math, social studies, and reading texts, students will be directed to five words in each teaxt. Using phonetics, students will select the proper pronunciation from a multiple choice list provided by the teacher. 3. Using their science, math, social studies, and reading texts, students will be directed to certain designated paragraphs containing unfamiliar words, or familiar words but used in a different context. Using context clues, students will select the precise meanings from a list the teacher provides. (5 words from each text). 4. Using their science, math, social studies, and reading texts, the students will be directed to pages containing footnotes. Students will then be given a short objective test based on the material in each text that was footnoted. 5. Using their science, math, social studies, and reading texts, the students will be directed to pages containing in each text five unfamiliar words that students can't decode by structure, sound, context, or footnotes. Using dictionaries, the students will write down the precise meaning as used in each context. 6. Students will be given a news article, a poem, and a short story to read. They will write a 150-200 word comparative/contrasting composition describing, comparing, or contrasting the mood or tone of each. They must cite the "clue" words that each author used as examples or evidence to support their selection of mood or tone.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
READING **UNIT TOPIC** **WORD-ATTACK SKILLS** **GRADE AGE LEVEL** **7th & 8th Grades** **LENGTH OF TIME** **3 Weeks** **Submitted by:** **Marguerite G. McKennan** **Hughes School**	pret his spiritual desires, emotions and fears.	sound of "ough" in the word, though. They can be timed and given points according to a rating scale 2. Given a one-act play, each student will act out before the class the words with the adverbial (ly) suffix that tell how the various characters act or react to each other. Examples of such words: disgustedly, slyly, angrily, suspiciously, nervously, boldly, gallantly, haltingly, deceptively, etc.			Explain to student that in order to achieve success in reading, he must know the meaning of words. Reading is necessary in our existing educational value system. Most students can read words. The key to "success" is comprehension. Point out to the student how good word-attack skills develop comprehension. Improved ability in comprehension not only increases the student's knowledge but brings approval (success). 6. Give the undecided or negative student additional instruction in the skills. Point out how the knowledge of these skills "unlocks" the meaning of the material in his texts. In time, he should re-evaluate his original choice of "ignoring" the unfamiliar words or just "guessing" at them.	The following vocabulary workbooks Choosing Better Words Vocabulary Workshop Level B (7) Vocabulary Workshop Level C (8) Learning Words Level A (7) Learning Words Level B (8) all by Jerome Shostak, Keystone Education Press of Oxford Book Company, A Division of Wm. H. Sadlier, Inc. 1972. Enriching Your Vocabulary by Joseph R. Orgel Oxford Book Company (see above) 1963	7. Students will be given various parts in plays. After reading and studying each part and the descriptive words (mainly adverbs) telling how each character acts, the student will perform at least a half page of dialogue with others before class after practicing in small groups. Student performances will be rated as to how well they interpreted the character and the particular stage directions given. All the materials listed above teach units on the skills taught in this unit, and each set provides more than ample testing devices. The teacher can adequately evaluate the teaching of the skills and the student's mastery of the skills by using the prepared unit tests on each skill.

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ENGLISH UNIT TOPIC THEME DEVELOPMENT IN THE DRAMA, THE WINNER GRADE AGE LEVEL 8 LENGTH OF TIME 1½ Weeks Submitted by: Theresa Munski Wetmore School	I MAN IN CONFLICT 1 The theme development usually envolves around a series of conflicts presented to the protagonist 2. Conflict in a drama involves a desire of a character being challenged. This brings into focus the continual challenges man must encounter and his attempts to resolve them II MAN & HIS COMMUNITY 1. The themes of the drama, The Winner deal with problems man encounters in society. 2. The theme(s) of a drama (is,are) the central ideas the playwright wants to convey to his audience. It is these truisms of life that he wishes his audience to gain a personal awareness, sensitivity and growth. III MAN IN CONFLICT 1. The drama stresses the importance of obtaining a good education. 2. The drama deals with man's inability to face his problems and seek solutions.	I COGNITIVE 1 Given Act I of the play, The Winner, to read, each student will list 5 to 7 conflicts Tommy had to encounter and overcome 2 Given an essay question, the student will write to 75% accuracy a paragraph of 150 200 words indicating how the conflicts Tommy encountered led to his bitter view of life and his his attempts to resolve these challenges II (AFFECTIVE) 1. Given a group type situation, each member of the group will decide one societal problem of man which is developed in Act I of the play, The Winner. III (AFFECTIVE) 1. Given a discussion question, students will verbally decide the following: (a) whether or not an education is important in our society. (b) whether an education is important to the student personally and why.	(Prior to instruction on Theme Development the student will have read the play, The Winner.) I 1 Student will be given a study guide ditto on Theme Development of the Drama to complete in class through student(s) teacher discussion. It will include (a) Identification that theme is an element of the drama (b) Definition of theme (c) Common themes in drama (d) Conflict 1 what conflict is 2 how conflict evolves around the theme 3 common conflicts found in the drama 2 a Using The Winner as a source, the student and teacher together will list all the conflicts Tommy had to encounter in Act I of the play 2 b Given an essay question, the student will react, in writing, to the following in a paragraph of 150 200 words: At the end of Act I, Tommy has a bitter view of life. What challenges has he encountered to give him this attitude? II: 1 a Teacher will break class into five groups with 4-5 per group. The teacher will designate one group leader per group. b Each group will decide at least five of the social problems the playwright developed in Act I of the drama, The Winner, with each member contributing at least one social problem each. c The leader of each group will report the findings of his group to the class. 2. A student-teacher discussion will follow on why the playwright wanted his audience to gain an awareness and sensitivity to the social problems and human injustices man encounters in the world. III: 1.a. Teacher will divide the class into two groups and assign a different independent study topic to each group: Group 1 - Topic: The Drop Out. Students in this group will locate and record information about: 1- Drop-out rate in U.S. over a 10 year period, and chart results. 2- What happens to drop outs. 3- What possible alternatives are the local, state and federal educational agencies offering to reduce the drop-out rate? Group 2 - Topic: Why is having an education important? Students in this group will locate and record: (a) college requirements (b) job requirements (c) social prestige of having an education (d) importance to self. Teacher will suggest that students: 1- Go to library and use Reader's Guide to	1 VOCATIONAL EDUCATION (a) Student will interview school guidance counselor regarding job requirements and report his findings to the class. (b) Student will interview local college admissions officers seeking local college entrance requirements and record his findings to report to the class. 2. ART/MATH (a) Students from Group I will construct the drop out rate trend of the United States over a ten year period based on statistics found in periodicals on this subject.	(a) Value Clarification Establishing a Need for Choice: Teacher will say to the class: Tommy doesn't know which way to turn. He has many problems: (failing in school, home problems, disinterested attitude, peer group pressure) What should he do? (b) Alternatives Discussion will then follow on possible alternatives: (a) remain in school and work after school (b) go to night school work days (c) go to school and get paid simultaneously such as through Manpower Program (d) quit school, etc (c) Students will then list on paper possible consequences of each alternative. (d & e) Internalization (d) Student will then decide if he were Tommy, which choice he would select. (e) Each student will, in writing a paragraph of 100-200 words, defends his choice of d. (f) Re-evaluation - Student will react, by writing a paragraph of 100-200 words on the 8th grade English examination to the following statement: React to this statement: Tommy was truly a winner by deciding to continue his education. New Data: Tommy did continue his education. Student will be evaluated through writing a paragraph. Teacher will compare the re-evaluative paragraph against the original which is located in the students' English folder	1 The drama The Winner, by Kaufman, Scholastic Book Services New York 1971 2 Self Made Dittoes: (a) Theme Development Study Guide (b) Theme Development Unit Exam 3 Periodicals on drop out rate in United States from 1964 to 1974 4 Cassette Tape Recorder Blank Cassette Tapes 5 College Catalogues: (a) Utica College (b) M V C C (c) S U N Y Cortland (d) School of Commerce	I Each student will write a paragraph of 150 200 words indicating how the conflicts Tommy encountered led to his bitter view of life and his attempts to resolve these challenges II Each student will write a paragraph of 100-200 words deciding what societal problems Tommy had to encounter in the drama, The Winner III Each student will write a paragraph of 150 200 words reacting to the following statement: Man must learn to face his problems and seek solutions. Explain the significance of this statement to the drama, The Winner.

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ENGLISH UNIT TOPIC THEME DEVELOPMENT IN THE DRAMA. THE WINNER GRADE AGE LEVEL 8 LENGTH OF TIME 1½ Weeks Submitted by: Theresa Munski Wetmore School			find periodicals on the drop out rate over a ten year period and chart results. 2 Use the probable cause of students quitting school. 3. Interview school guidance counselor for job requirements and tape interview. 4. Interview local college admission officers to find course requirements for admission in to college and tape the interview. Each student from each group will orally report his findings on one aspect of the study,be it charts of drop out rate, an analysis of the taped interview, an analysis of probable cause(s) of drop outs each year, etc. 1 b. Each student will write a paragraph of 100-150 words indicating why education is important to him personally. 2. Student - teacher discussion will transpire regarding the circumstances which led to Tommy's desire to quit school. Student will then decide, in writing a paragraph of 100-150 words, whether Tommy should quit or seek an alternative method (Reasoning Skill - Producing Solutions to Problems). (Evaluation Tool: An essay explaining why he should or should not quit school).				

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ENGLISH **UNIT TOPIC** **PREJUDICE IN LITERATURE** **GRADE AGE LEVEL** 8 **LENGTH OF TIME** Approx 5 Weeks	**MAN & HIS SELF-IMAGE** Man in fiction as well as in daily life experiences prejudice that affects his self image.	COGNITIVE 1 Given the word "prejudice", each student will define it correctly and state examples of prejudicial acts to himself or to others in writing 2 Given the plays, "The Diary of Ann Frank" and "Thunder on Sycamore Street", each student will identify and state examples of prejudice found in the plays verbally and in writing AFFECTIVE 3 Given the word prejudice, each student will express the feeling he had as he recalls it in writing. 4 Given personal experiences of prejudice and those seen in the materials read and enacted, each student will compare and contrast the situation in terms of cause and effect in writing. AFFECTIVE SENSORT PSYCHOMOTOR - 5. Given the examples of prejudice found in the plays, each student will dramatize a situation that depicts the feelings of a character involved in a prejudicial conflict.	1 The student will look up the word prejudice and learn its meaning 2 The student will read the plays "The Diary of Ann Frank" and "Thunder on Sycamore Street", and orally cite passages that reflect prejudicial actions or attitudes of both the protagonist and the antagonist wherever applicable 3 The student will view the film "The Diary of Ann Frank" and select and read a novel dealing with some kind of prejudice 4 The student will recall personal experiences dealing with prejudice, emphasizing his personal reaction to the situation 5. The student will write a paragraph of at least 100 words, comparing personal experiences of prejudice with those found in selected readings in terms of cause and effect. (Reasoning skill: relational reasoning - recognize relations. Evaluating tool: essay of about 100 words comparing fictional prejudice with personal prejudice). 6. The student will select a character and enact scene (approximately 2-3 minutes) that depicts the effects of that character's confrontation with prejudice, as the author intended. 7. The student will view the role-playing situations and discuss the appropriateness of the actors' interpretations.	1. MUSIC - The student will do research on the national music of Germany prior to and during W.W.II to note and compare significant characteristics. 2. SPEECH & DRAMA The student will be instructed in oral interpretation and expression of attitudes and feelings to portray characters.	VALUE CLARIFICATION Pretend you are one of Joseph Blake's neighbors on Sycamore Street. What will you do when you hear of the plan to run the Blakes out of the neighborhood? Each student will be asked to consider and suggest possible alternatives (a) join the neighbors in this (b) refuse to join because of personal moral beliefs (c) ignore the entire situation and adopt a neutral role (d) defend the Blake's position Each student will then consider possible consequences of each alternative and state them. Each student will then select an alternative he would choose and give reasons for his own choice Together students will orally discuss their alternatives, defending their own opinions. Each student will subsequently re-evaluate his choice of alternative and decide if he makes the same decision.	"The Diary of Ann Frank" from Counterpoint in Literature Scott, Foresman and Company, 1967 "Thunder on Sycamore Street" by Reginald Rose from Dino and Other Plays. Scholastic Magazine Inc., 1971 1st edition Film - "The Diary of Ann Frank" Mid-York Library System Selected individual novels	COGNITIVE ESSAY In a paragraph of at least 75 words define prejudice and state the main example of prejudice that you found in each of the selections assigned AFFECTIVE ESSAY Write a paragraph of at least 100 words comparing personal experiences dealing with prejudice with those found in selected reading in terms of their cause and their effect on the people involved. SENSORY - PSYCHOMOTOR DRAMATIC PRESENTATION Each student will participate in a dramatization of a prejudicial situation taken from his readings, portraying the feelings of the character who is the victim of the prejudice, as the author intended

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ENGLISH 8 **UNIT TOPIC** DRAMA CHARACTERIZATION **GRADE AGE LEVEL** 8th Grade **LENGTH OF TIME** 2-3 Weeks Submitted by: Camille Caulkins & Richard Ruggieri Columbus Schoo	**MAN IN CONFLICT** Characterization acquaints the reader with various types of people and shows how the differences in people lead to conflict. A symb.l can be a character in literature The main idea of a literary work, the general truth about mankind which it expresses, is called theme. Satire is a literary device used by the author for the purpose of ridiculing the follies of mankind, usually for the purpose of producing a change. **MAN & HIS INTIMATES** Characterization is the method a playwright uses to acquaint the reader with the character He may use any or all four methods of characterization (a) He may describe the character's physical traits and personality (b) He may show the character's speech and behavior. (c) He may give the opinions of other characters toward this individual. (d) He may reveal the character's thoughts and feelings	**AFFECTIVE** 1 Given a play to read independently, the students will criticize verbally the actions of one of the characters in terms of his own experience in no more than five sentences 2 Given the play "Diary of Anne Frank" all students will analyze three characters' attitudes concerning their confinement in the secret annex 3 **AFFECTIVE PSYCHO MOTOR** Given the play "Diary of Anne Frank" students will act out a scene of the play, keeping in mind the attitude and characteristics of the character(s) they are portraying 4 **PSYCHO MOTOR** Given a description of a particular type of character each student will role play the character. 5 **COGNITIVE** Given a play to read, the student will write a paragraph explaining the method or methods of characterization used in the play to 100% degree of accuracy. 6 Given the play "Feathertop" each student will explain the theme of the play in no more than five sentences. Their conclusion must be based on the dialogue and actions of the characters	1 After the class reads the play "The Diary of Anne Frank" each student will write a paragraph pertaining to a particular incident in the play They will tell if they agree or disagree with a particular characters reaction to the situation and why they believe as they do 2 There are various incidents which occur in the play Diary of Anne Frank", but never stressed Each student would write a short dialogue (2 or 3 pages) based on the incident only hinted at in the play (Implicational Relationship) The evaluation would be the skit itself. 3 Students will form themselves in 5 or 6 groups with 5 members per group They will decide which scene of a particular play they have read in class has impressed them the most. Then the students will act out this scene making sure they accurately carry over the personality of the character they are portraying 4 Each student in the class will be assigned to read any play of their choosing The assignment will be for them to: (a) Select the main character and alalyze him (b) Select one character other than the main character, and explain the method of characterization the playwright used in acquainting the reader with the character (c) Each student will select one character and describe how he would role play this character, based on the playwright's presentation of this character 5 The class will be assigned to write a character sketch by means of dialogue They must use all four methods of characterization The sketch may be based on a person they are acquainted with or their own fictional creation 6 After reading "Featherstop", the students will form groups After each individual writes his conception of the theme, based on the statements of the characters in the play they will pool their work and agree on one well constructed answer: Each group will then read his decisions aloud	1 SOCIAL STUDIES The student will research and report on the historical significance of the time and setting in "The Diary of Anne Frank". 3 ART Students will design and create backdrop scenery and props to be used in their presentation of a scene from "The Diary of Anne Frank".	In the play Anne Frank writes in her dia[illegible] All people are basically good at [illegible]eart 1 The student will indicate by direct statement whether he agrees or disagrees with this statement 2. Each student will suggest orally or in writing several alternative means of arriving at his decision In a discussion about the statement "All people are basically good at heart", the following generalizations may be offered to be considered as alternatives (a) Nice guys always finish last (b) Good always wins out over evil (c) You can always find some good in every person (d) A person is either all good or all bad. (e) The darkest hour is just before dawn. 3. Each student will prepare an evaluation of some of the alternatives The evaluation will deal with at least one of his alternatives plus at least one other alternative In his evaluation the student must describe his critical position regarding Anne Frank's statement He must also reason why that position might continue if not examined He must give a reason for examining his initial position He must propose an alternative to that position He must exolain what would happen if he adopted and acted on that alternative position rather than his initial position 4. The student will clearly indicate (either orally or in writing) whether he prefers his initial position or his suggested alternative He must identify the possible consequences of each alternative He must then identify the reasons why he chose to take the position he finally did 5. The student will demonstrate that his decision to maintain his initial reaction to Anne Frank's statement or to choose an alternative follows logically from other statements of his values or attitudes The student will demonstrate that he has internalized this value by defending his choice against external examination 6. In reference to the possible alternatives, the student will demonstrate that after making a choice, he is able to use data resulting from his choice He must clearly indicate that he either (a) recognizes that the result of his choice can be related to at least one of the originally predicted consequences, or (b) wishes to make another choice	1 Counterpoint in Literature "The Diary of Anne Frank", p 466 2 Counterpoint in Literature "The Diary of Anne Frank", p 466 3 Counterpoint in Literature "The Diary of Anne Frank", p 466 Scenery and props created for this scene in art class 4. Any library card catalog List of descriptions of character types prepared by teacher 5 Any card catalog 6 Counterpoint in Literature. "Feathertop" by Nathaniel Hawthorne, p 372	1 Write a paragraph concerning a particular incident in "The Diary of Anne Frank". State whether or not you agree with a particular character's reaction to the situation Cite specific details from the play that document why that character believes as he does 2 Present a skit based on an original short dialogue concerning an incident only hinted at in the play "The Diary of Anne Frank 3 Act out a scene from "The Diary of Anne Frank" which particularly impressed you Accurately portray the personality of a particular character (Teacher observation) 4 In a concise well written essay. (a) Analyze the main character of the play you have read (b) Explain the method of characterization used by the author for one character other than the main character (c) Describe the qualities you would stress in role playing the character you discussed in (b). 5 Write a character sketch by means of dialogue using all four methods of characterization 6 Write your conception of the theme of "Feathertop", based on the statements of the character in the play Use specific examples and direct quotations from the play to document your opinion

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ENGLISH **UNIT TOPIC** **FOLKLORE** **GRADE AGE LEVEL** 8 **LENGTH OF TIME** 3 Weeks Submitted by: P. Allan Roosevelt School	**MAN & HIS SELF IMAGE** Tales about great heroes never die. Storytellers sometimes stretched the truth about a hero's deeds. People from other countries brought their own customs, ideas, and imaginations and made up stories to match their image. Stories were told and retold in different places by different people. There is nothing strange about finding different versions of the same tale. Tall tales allow man to develop a sense of humor about himself.	AFFECTIVE 1. Given a group of stories about one character to read, each student will choose those characteristics which he believes are based on the facts about the character and those characteristics which are only figments of the story teller's imagination. COGNITIVE 2. Given a short story to be read silently, the student will write a paragraph identifying the plot to a 70-100% degree of accuracy dependent on the student's ability as measured by the C.A.T. test. 3. Given a filmstrip-film of Chinese folktales to watch, each student will list at least five elements that set the mood of the story. 4. Given an outline of a plot, each student will write an original short story based on the known characteristics of the specific character he is assigned. PSYCHOMOTOR 5. After a discussion of the characters, the student will draw a map locating the area each character was native to. 6. Given the description of the character from a story, each student will draw a picture of his character based on his interpretation of the character.	1. The class will be assigned to read the stories "The Winter of the Blue Snow", "Ol Paul", and "Babe, the Blue Ox". Each student will write the characteristics that are common to all three stories of Paul. He will then list those characteristics which have been added to enhance the enjoyment of the story for the reader. (Reasoning skill recognizes relationships between fact and exaggeration. Evaluation tool descriptive essay of one hundred words depicting the unusual characteristics of Paul.) 2. Dividing the class into groups of five or six, each group will pool its work and agree on one well constructed answer telling what the plot is. The group leader will read the group's decision. 3. Given the Chinese Tale filmstrip and their five elements per student, the groups will reconvene and the group leader will read the group's decision of the best. 4. The project will be an original story to be written by the students. The short story must be between 300-500 words long, and must be based on the plot outline already put forth by the teacher. Illustrations may be added to the story. 5. Given an outline map the student within a group will more thoroughly develop one section of a country with pictures, projections, native fauna, etc., to promote more knowledge of the section. 6. Students will present a one person skit based on their knowledge of the characteristics of their favorite character.	1. HISTORY: The student will be asked to do research on those states where Paul Bunyan is particularly well known and decide which claims seem most realistic. 2. SCIENCE: The student will write a research paper based on the needs, problems, and resources of American lumber companies. 3. SOCIOLOGY: Students will do some research into the "food" differences which exist within various groupings by country or sections of countries. 4. MUSIC: The student could find music, probably folk music, that suits the mood of his short story. 5. ART: The student could make puppets for his one-man skit or a series of drawings to help change the scenery or setting.	VALUE CLARIFICATION The student can easily go from study of folklore to actual situation. The most natural consequence being an evaluation or ethnic values and personal worth. 1. The student could be asked to list different kinds of people he knows and specific traits or beliefs which make them different. 2. Alternatives would be to choose which traits are good or bad in the student's estimation. 3. Consequences would be determined within limits of the backgrounds and knowledge of the student. 4. Alternatives would have to be selected by each individual based upon his personal values. 5. The choice of values would be his own - depending on his strength of character and input of knowledge, he should be able to defend or change his choice. 6. The value would have to be stimulated with a character that is new to the student and allow him to think out an alternative. Ideally, it would be a good experience to bring in four or five exchange students with varying backgrounds, so the students could meet, choose, or reject as friends, and get to know one another better.	1. AMERICAN FOLKLORE A LEGEND by Marcante et. al. READING AND LITERATURE II by Eberhart et. al. also any encyclopedia and library card catalog. 2. Library card catalog letters to paper companies, lumber companies. 3. Library card catalog cookbooks. 4. Art materials. Record player or tape recorder and records or tapes. 5. Art materials rulers, globes. 6. Art materials, cloth, wood for staging.	Write a very short story about Paul Bunyan - no more than 350 words - that shows the special characteristics generally attributed to the man. Write a paragraph of five sentences explaining the plot of the assigned story. Make a list of five elements that illustrate the mood in the film strip which the students viewed. A dramatic presentation of the original story will be taped and played for the class to hear. Illustrations may be used in the background. Given an outline map, the student will be asked to locate the areas that five characters we have read about lived to 100% degree of accuracy. A dramatic presentation of types of characters will be presented in a role playing situation, performed by the students.

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ENGLISH UNIT TOPIC ELEMENTS OF FICTION "THE SHORT STORY" GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT 4 WEEKS	MAN & HIS ASPIRATIONS & FEARS MAN & HIS GODS MAN & HIS INTIMATES MAN IN CONFLICT 1 - To achieve a complete understanding of a literary work, one must determine how the author feels about a particular subject. The tone helps indicate the speaker's attitude, whether it is of anger or joy or many emotions. The student will realize through tone how the author feels about a situation, character, or idea. MAN IN CONFLICT 2 - The plot usually consists of conflicts and a pattern of events. The student should recognize that the arrangement of the incidents are in a cause and effect relationship that ultimately link to the final outcome of the story. MAN & HIS INTIMATES MAN IN CONFLICT 3 - Characterization acquaints the reader with various types of people and show how the differences in people lead into conflict.	AFFECTIVE 1 - Given an open ended short story to read each student will choose a suitable ending to the story, and in one paragraph, argue the validity of his answer. COGNITIVE 2 - Given a short story to read silently each student will write a paragraph identifying the plot to 100% degree of accuracy. 3 - Given a record of an Edgar Allen Poe short story to listen to each student will list at least five elements that set the mood of the story. 4 - Given a short story to read each student will list all the conflicts the protagonist had to face and overcome to 100% degree of accuracy. 5 - Given a short story to read each student will be able to differentiate between protagonist, antagonist, stock-character, and flat character, theme, setting, tone, etc. 6 - Given a plot each student will write an original short story placed on that plot. PSYCHOMOTOR 7 - Given a description of a particular type of character each student will role play the character.	1 - The class will be assigned to read the short story "The Lady or the Tiger." Each student will write a suitable ending to the story, and conclude the assignment by writing a paragraph arguing why their conclusion is a probable one. 2 - The class will divide itself into five or six groups with 6 members per group. After each individual writes his conception of what the plot of the story is, they will pool their work and agree on one well constructed answer, telling what the plot is. Each group leader will then read aloud the group decision. 3 - Given an Edgar Allen Poe record to listen to, each student should list 5 elements that set the mood of the story, then form into groups. Again, the group leader will read his groups' decision. A follow up assignment for this activity is to assign the students to select a Poe story of their choice and/or draw pictures and look for magazine pictures that will illustrate the mood of the story. 4 - The child will read a story silently and will list the main conflicts faced by the protagonist and how the character overcame the obstacle. However, the student will write in paragraph form if he or she agreed or disagreed with the character's decision and explain why. 5 - The child after reading the story assigned will state who the protagonist, antagonist, stock character, and 3-D characters are. After identifying the characters, the student will support their answers with reasons as to why they made the decisions they did. 6 - The project will be an original story to be written by the students.	1 - The other learning experience dealing with the short story "The Lady or the Tiger" is in the area of history. Each child will be assigned to do research dealing with a barbaric tribe such as the Huns, Celts, or Saxons. They will investigate the various customs and rituals during that time period and then select one of interest to them. They will give a 5 minute report on this to the class. An optional assignment relates to law. The student will write an extensive research paper comparing the judicial system of a particular tribe to the American judicial system as we know it today. 2 - A related learning experience in this activity would be in the area of science. Each child will select one scientific invention, to discuss in a two page paper. They will offer the reader all that has been done of a beneficial nature to mankind as a result of this invention. Then they will present all that has been done with this same invention that has destroyed mankind in some way. Then the student will make a value judgement by using the valuing process which he has learned in class, and form an opinion as to whether or not the invention should have been made known to mankind. Another related activity is in the area of history The students will do research dealing with the history of the Great Wall of China. A third related experience would be a combination of Science and Creative Writing & Art. This would be an optional assignment. The student would create his own invention. A diagram of the invention would be presented along with a written account as to how the invention operates. This diagram would be drawn on construction paper and either colored pencils or water paints would be used in drawing it. The student in his paper must: (a) Present invention (b) Explain its operation & purpose (c) Argue the worth of the invention in regard to humanity. Another related activity dealing with art is for the student to reproduce on construction paper, the Flying Machine that Bradbury describes in the story, or illustrate any scene in the story that was of particular interest to him. 3 - A relating learning experience in this activity is in the area of art. The child will use 9 x 11 poster paper along with water colors or colored pencils and will draw pictures which will illustrate the mood of the story he has just heard. He may decide not to draw, but to cut out and paste in the form of a collage, pictures from a magazine that would illustrate the mood of the story. 4 - A relating learning experience to this assignment deals with history. The students will have a choice between the following two assignments: (a) They will do library research concerning the hostility that existed between the Corsicans and the French -or-	The student in this activity will become more aware of the social and psychological pressures causing the protagonist in the short story to make the decision that he did. The teacher will begin the valuing process by open class discussion with the following statement: "Mateo Falcone was wrong in killing his son." The students then will be asked to suggest the various alternatives: I. - Mateo could have forgiven his son. II. - Mateo could have banished his son from his home. III. - Mateo could have given a minor punishment to his son. From that point on, they would become aware of the consequences that would result from each alternative by examining the consequences fully, (immediate gains, long range, etc.) These alternatives along with the consequences will be explored and discussed orally and listed on the board. Later each student will write what his or her alternative would have been, had they come from Mateo's social and cultural background. They will substantiate their opinions with analytic reasoning. Then each student will read aloud his or her alternative. After this task is	1 Counterpoint in Literature by Frank Stockton "Lady or the Tiger" pg. 394 also any encyclopedia and library card catalog. 2 - Counterpoint in Literature "The Flying Machine" by Ray Bradbury p. 166. Any library card catalog, construction paper, colored pencils or water colors. 3 - Record: LRC 6025 "Tell Tale Heart" from Classic Tales of Adventure and Mystery Magazines, construction paper. 4 - Counterpoint in Literature "Mateo Falcone" by Prosper Merimes, p. 224 card catalog. 5 - Counterpoint in Literature "A Bride Comes To Yellow Sky" by Stephen Crane p. 304 paper, pencils, paint, etc. 6 - Cassette recorder, tapes, records, magazines, construction paper, crayons, paints, colored pencils. Teacher will create the plot of the story that the students are to use. 7 - The teacher will use his or her own original ideas for situations and characters.	1 Write an ending of no more than 300 words for the short story, "The Lady or the Tiger." Also write in a paragraph of at least five sentences why you selected that ending. Be very specific in your reasoning. 2 Write a paragraph of no more than 6 sentences explaining the plot in the short story just read. 3 - Make a list of five elements that illustrate mood in the story you have just listened to. 4 - Write a list of conflicts the protagonists had to face in the short story. 5 - Identify the protagonists, antagonist, stock character, and flat character, in the short story, "A Bride Comes To Yellow Sky." Write your answer by listing the names of the characters in the story next to the type of character they portrayed. (antagonist, protagonist, etc.) 6 - A dramatic presentation of the original short story will be taped and played for the class to hear. 7 - A dramatic presentation of types of characters will be presented in a role playing situation, performed by the students.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH UNIT TOPIC ELEMENTS OF FICTION "THE SHORT STORY" GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT 4 WEEKS (CONTINUED)	MAN AT PLAY MAN AT WORK MAN & HIS GODS MAN & HIS INTIMATES MAN & HIS PHYSICAL ENVIRONMENT 4 - The main idea of a literary work, the general truth about life or mankind is expressed in the theme. The situation is stated by the author; it is up to the student to formulate his own attitude based on the facts presented. MAN IN CONFLICT 5 - Conflict reveals to the student the various struggles that man must face and how he eventually resolves them.		The short story must be between 5-10 pages long, and must be based on the plot already stated by the instructor. Illustrations may accompany the story. The students must submit a written story as well as a prepared tape for the class to hear. Music and sound effects should be used also in order to establish mood and atmosphere for the story. 7 - Students will be divided into five groups. Each group will receive a situation upon which a skit can be based. Each member of each group will be given a brief description of the character he or she is to role play in the group's skit. Thus each group will present an impromtu skit based on these characters and the simulated situation created by the instructor. * All Strands of human endeavor. MAN & HIS GODS MAN & HIS SELF-IMAGE MAN & HIS INTIMATES MAN & HIS COMMUNITY MAN IN HIS PHYSICAL ENVIRONMENT MAN AT WORK MAN AT PLAY MAN AS CREATOR & EXPLORER MAN IN CONFLICT MAN IN HIS ASPIRATIONS & FEARS	(b) The student will research the Corsican Society during the 19th century, and their conception of justice. Another related activity is in the area of Science. The student can reach the Marquis or high plateau, on which the shepards of Corsica live and draw maps concerning the Terrain of the land. These maps can be used in the study of earth science. The students would discover why this plateau was good for sheep herding rather than any other livlihood for the farmers. 5 - A related activity to this assignment is art: (a) The student may illustrate any one of the characters in the story on large construction paper using either oils or colored pencils. -or- (b) The student may recreate a scene from an old Western town. 6 - There are many subject areas related to this activity. Since the original short story is up to the individual to write, the student can draw on many sources such as history, science, math, etc., for story background and basic information. The teacher should direct the student to look for information in these areas. However, specific assignments relate to art and music. (a) The student will look for music that will suit the mood of his short story. The music then will be recorded and later be recorded on the cassette that the original short story will be dramatized on. (b) The student using construction or poster paper will draw illustrations of the sequence of scenes and events of his or her original short story. Either paints or colored pencils may be used. 7 - This activity can relate to Social Sciences, Art, and Science. After the brief impromptu skit has been performed, the group involved should create a more elaborate work from this minor production. In doing so, they will draw on these areas. In the area of art, they must recreate a set dealing with the era they wish to use. Thus, they will also draw upon history to see what the homes were like and what the customs were involved. They must also be aware of scientific inventions in order to give the audience the proper perspective of the time. In looking for customs, they again must do historical research to see what was worn during the time period of the play.	accomplished, discussion will follow. In this way the teacher will begin to know if the process has been internalized. For further proof of internalization by the student, the teacher may ask the same question on a written exam after more time has elapsed.		

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ENGLISH UNIT TOPIC THE NOVEL GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT 2½-3 WEEKS	MAN & HIS INTIMATES 1 - The Convergence Novel's emphasis is on the lives of many characters converging on one circle of interest. MAN & HIS ASPIRATIONS & FEARS MAN & HIS SELF-IMAGE 2 - The Vertical Novel's emphasis is on the mental and physical world of the protagonist. MAN AT WORK MAN AT PLAY MAN IN CONFLICT 3 - The Horizontal Novel's emphasis is on developing a character's experience chronologically with emphasis on incident. MAN IN CONFLICT 4 - In the novel The Outsiders, the characters experience many societal conflicts. MAN IN CONFLICT MAN & HIS COMMUNITY MAN & HIS FEARS 5 - Prejudice in the novel The Outsiders can be closely compared with today's racial prejudice. MAN & HIS SELF-IMAGE 6 - Problems of identity crisis and poor self image are inherent throughout the novel. MAN & HIS FEARS 7 - The novel deals with man's inability to deal with forms of human suffering.	COGNITIVE: 1 - Given a film and instruction, the student will classify, the kind of novel The Outsiders. is, and indicate and describe, through discussion the characteristics of that novel. 2 - Given a discussion question, students will verbally identify and develop the societal problems of man as portrayed in the novel, The Outsiders. 3 - Given the poem, "Nothing Gold Can Stay," by Robert Frost, students will verbally discuss the relevance of this poem to the theme development in the novel, The Outsiders. 4 - Given an essay question, students will compare in writing, the prejudice exhibited in the novel with prejudice in today's world. 5 - Given a discussion question, students will verbally demonstrate why the book is appropriately entitled, The Outsiders. AFFECTIVE: 1 - Given a trial situation the student will decide whether Johnny was actually guilty of the accused crime 2 - Given a group type situation, members of each group will decide what problems man finds most pressing in society (prejudice, poverty, crime and violence etc.) SENSORY - PSYCHOMOTOR: 1 - Given a mock courtroom situation, students will act out courtroom characters (judge, jury, lawyers, witnesses, etc.) both verbally and physically to decide whether Johnny was actually guilty of the accused crime. 2 - Given several student - selected passages from the novel, The Outsiders, students will act out verbally and physically the character traits of: (a) Johnny (b) Ponyboy	I. Two weeks prior to any class instruction, the student will be assigned the initial reading of the novel, The Outsiders. At this time, the teacher will: (a) Briefly motivate for initial reading of the novel by the student. 1 - Teacher will ask class if they have ever seen the movie "West Side Story." A brief discussion of gangs and teenagers will follow. 2 - Distribution of the paperbacks. 3 - Distribution of the Data Sheet which is to be completed by the student in two weeks. The Data Sheet includes: (a) Title (b) Author (c) Setting (d) Main characters (and descriptions) (e) Highlights (series of events) (f) Personal reaction This is all that is required of student prior to the class room instruction, which will follow two weeks later. II. (A time period of two weeks has elapsed) (a) Motivate for film "The Novel - What It Is - What It Does - What It Is About". (b) Students view film and take notes on programmed study guide based on the film. (c) Discussion follows based on film: 1 - Characteristics of the novel (transparencies) (a) Plot (b) Characters (c) Setting (d) Style (e) Climax (f) Theme Development 2 - Kinds of novels (a) Horizontal 1-Characteristics (b) Vertical 1-Characteristics (c) Convergence 1-Characteristics 3 - What a novel does (a) Entertain 1-Example - Love Story by Segal (b) Instruct	I. Learning Experience Given a mock - court room situation, the student will act out courtroom characters and decide whether Johnny was guilty or innocent of the accused crime. Related Learning Experiences (a) Law-Criminology Students must do research, guided by teacher and school librarian on jury procedures - that being, the formal roles of the judge, lawyers and jury in the court room setting. (b) Dramatics Each student will be instructed of the dramatic interpretations of the character in which he portrays: 1-Oral expression 2-Expressing personality traits of each character 3-Setting 4-Costumes (c) Persuasion Students functioning as lawyers will study prior to their day(s) in court, principles of persuasion, to learn how to convince their cases to a jury. III. Learning Experience Given a group type situation, members of each group will decide what problems man encounters in society that are most pressing. Related Learning Experience (a) Sociology - Students will be given the opportunity to refer to sociological texts, (provided by both teacher and school librarian)	Value Confrontation Teacher will pose the following question: Imagine Johnny had not died and was brought to trial for the accused crime of manslaughter. If you were a member of the jury would you find Johnny innocent or guilty? After some initial discussion arrangements will be made for a mock courtroom situation. The students will characterize: Judge Jury Lawyers Defendent Witnesses and other courtroom characters The jury, based on the evidence given during the trial will decide the following alternatives: 1-Guilty 2-Innocent 3-Judge will determine term of sentence, if any. Analysis Based on the jury deliberation and verdict, teacher will know degree of student realization to this particular valuing situation. Internalization Student will be required to react, in writing, on the final examination for 8th grade English, the following statement in a paragraph of 150-200 words: Johnny murdered the Doc, but society was his accomplice. Prove this statement is either true or false.	Outside Resources & Materials 1 - Film "The Novel - What It Is - What It Does - What It Is About". 27 minute duration Encyclopedia Britannica 2 - Excerpts from - Bury My Heart at Wounded Knee by Brown Uncle Tom's Cabin by Stowe Love Story by Segal (Utica Public Library & teachers library) 3 - Courtroom Procedure Texts Inbuilding Material and Resources 1-Transparencies on the characteristics of the Novel (a) Setting (b) Climax (c) Characters (d) Themes 3M Corporation 2-The Outsiders by Hinton 30 copies Dell Publishing Company 750 Third Ave. New York, N.Y. 10017 3-Self Made Dittoes (a) Programmed Guide Sheet on the novel and its characteristics (b) Data Sheet (c) Theme Development Dittoes on: Poverty	1 - The student will write a paragraph of 100-150 words indicating what kind of novel The Outsiders is and why. Student will use data from the film "The Novel - What It Is - What It Does - What It Is About" to support answer. (In class) 2 - Using group discuscion each student will discuss within a 15 minute time limit, one societal problem of man the author develops in his novel: Prejudice Violence Crime Poverty Generation gap Jealousy Suffering Loneliness (In (In Class) 3 - The student will write an essay of 100-150 words comparing today's racial prejudice with the prejudice portrayed in the novel, The Outsiders. (In class) 4 - Students will write an essay (unlimited word length) based on the following statement: Robert Frost wrote the poem "Nothing Gold Can Stay". Explain the significance of this poem in relation to the book, The Outsiders. (Out of class) 5 - Given a mock courtroom situation, the students will role play courtroom characters and based on evidence given will decide Johnny's innocence or guilt. (In class) 6 - In an essay question of 100-150 words, students will indicate in writing why the book is appropriately entitled, The Outsiders. 7 - The students will write a paragraph consisting of no more than 8 sentences for each character pair, indicating in writing

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ENGLISH UNIT TOPIC THE NOVEL GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT 2½-3 WEEKS *(CONTINUED)*	MAN & HIS INTIMATES MAN & HIS SELF-IMAGE 8 - Many characters in the novel, The Outsiders, share the same problems yet are unique individuals. MAN & HIS INYIMATES MAN & HIS COMMUNITY 9 - Society and peer pressure can influence man and shape the view of his world.	(c) Dally (d) Darry (e) Soda Pop (f) Randy (g) Bob (h) Two-Bits (i) Cherry (j) Marcia	1-Example Bury My Heart at Wounded Knee by Dee Brown (c) Change World by Moving People Into Action Uncle Tom's Cabin by H.B. Stowe III. Students will decide why the book is appropriately entitled, The Outsiders (a) Motivate by posing the question: What does it mean to be on the outside? Possible reactions: 1-Outcasts of society 2-Discussion of social outcasts: (a) Pushers (b) Drunks (c) Prostitutes (d) Gamblers (e) Unfaithful husbands or wives (b) Have students indicate what they think it feels like to be on the outside, wishing they were on the inside. Have students give similar experience they have encountered. (for example - every member in a class was invited to a party except one classmate. How might the rejected student feel?) (c) Discuss the setting of the novel and how it sets the secne for plot and theme development in the novel and encompasses many aspects of being on the "outside looking in." 1-Lower class 2-"Other side of tracks" 3-Low emphasis on education 4-Poor self-image 5-Broken homes/generation gap 6-Low economic level 7-How setting arouses tensions between gangs. (d) Have students write an essay of 100-150 words why the book is appropriately entitled, The Outsiders (In class). IV. Theme Development (a) Motivate for Theme Development by class breaking into groups discussing man and some of the problems he encountered in society. (Possible reactions: crime, poverty, prejudice, pollution, unequality between the sexes, etc.) (b) Discussion of how some of these areas are also themes of the novel, The Outsiders.	to review some sociologists' view points on the problems man encounters being a member of society. III. Learning Experience Given several passages (student selected), the classmates will act out verbally and physically the character traits of: Johnny Ponyboy Dally Darry Soda Pop Randy Bob Two Bits Cherry Marcia Related Learning Experience (a) Dramatics Student will be instructed on various aspects of acting: 1-Oral expression 2-Voice projection 3-Portraying personality traits of character 4- Physical Acting 5-Setting 6-Costumes		Crime Prejudice Life Status Loneliness Generation Gap Suffering (b) The Outsiders Unit Exam 4 - Sociological Texts Obburn, Sociology Houghton Mifflin Company, Boston, 1964, 4th Edit. Broom, Sociology, Harper & Row, New York, 1963, 3rd Edit. Hunt, Social Science MacMillian Co. New York, 1961 2nd Edit.	the similarities and differences in personalities and viewpoints of life for the following: Ponyboy vs. Dally Johnny vs. Ponyboy Bob vs. Randy

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ENGLISH UNIT TOPIC THE NOVEL GARDE/AGE LEVEL 8th GRADE LENGTH OF UNIT 2½-3 WEEKS *(CONTINUED)*			(c) The identification of these themes are followed throughout the novel with use of theme dittoes and student identification of specific passages in the novel which help the development of a particular theme. (d) Students will write a paragraph of 150-200 words comparing today's racial prejudice with the prejudice portrayed in the novel. (In class) V. (a) Instruct students to refer to page 69 of the novel, The Outsiders, where the poem "Nothing Gold Can Stay" by Robert Frost is cited. (b) Have students read poem silently while teacher reads it aloud. (c) Motivate for poem by encouraging student discussion on the "inevitable" things man encounters in life: 1 - Change of seasons 2 - Passage of time 3 - Death 4 - Human suffering (d) Discuss: 1 - Poetic inspiration of poem 2 - Poetic devices poet used to convey his message (e) Assign for homework - Student will write an essay of unlimited length on the following: Robert Frost wrote "Nothing Gold Can Stay" Explain the significance of this poem in relation to the novel, The Outsiders. VI. Characterization (a) From several student- selected passages from the novel, The Outsiders, students will act out verbally and physically the character traits of: Johnny Dally Soda Pop Bob Cherry Ponyboy Darry Randy Two Bits Marcia VII. (a) Motivation: 1 - Teacher will pose the following: Imagine Johnny had not died and was brought to trial for the accused crime of manslaughter. If you were a member of the jury would you find Johnny innocent or guilty? 2 - After a preliminary discussion on this question preparations for a mock courtroom situation will transpire. (This will take several days) 3 - Students will characterize: (a) Judge (d) Defendent (b) Jury (e) Witnesses (c) Attorneys (f) Standard courtroom characters • 4 - The jury will decide, based on evidence given (plot development) whether Johnny is guilty or innocent of his accused crime. • Note- Instruction on courtroom procedures, dramatics and principles of persuasion must occur previous to the day(s) in court 5 - Entire class and teacher will observe jury remarks during deliberations. 6 - Judge will decide duration of sentence, if any, if found guilty. VIII. Unit Exam of the novel, The Outsiders.				

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ENGLISH - SCIENCE UNIT TOPIC INTRODUCTION TO PROCESSES OF LOGIC GRADE AGE LEVEL 9 LENGTH OF TIME INTERMITTENTLY OVER THE YEAR Submitted by: Ray Motyka Proctor H.S.	MAN & HIS PHYSICAL ENVIRONMENT 1. One of the most significant tools man uses in giving order to the infinite wealth of experience is the process of generalization. Verbal and mathematical languages used to record and report on phenomena require careful attention to detail and to the coordination of details and generalizations if they are to be coherent. Associating facts and incidents in patterns is an essential mental operation. 3. Rules, definitions and patterns are forms of generalizations. MAN & HIS SELF-IMAGE 4. Contemporary images of "mass heroes" tend to be predominantly superior either in their physical prowess or their mental ability. MAN IN CONFLICT MAN & HIS SELF-IMAGE The effective method of reasoning called the scientific method is not restricted to scientists,	COGNITIVE 1a From a list of paired terms, each student will distinguish the general from the specific terms to 100% degree of accuracy 1b Given a scrambled paragraph, each student will correctly identify the general sentence and relate the particular details to it and to each other (Recognizes hierarchical classification schemes). (Produces order and rules) 1c Given textbook experiments with the mass of dissolved salt, ice and water, and gas, each student will develop and write a one sentence generalization about the conservation of mass. 1d. Given their own and teacher given sets of data, will give coherence to that data by writing series of generalizations relevant to each set, both mathematical and verbal. PSYCHOMOTOR 1e Given reasonably good equipment each student will use the balance to 0.01 g of accuracy in measuring the mass of a penny. COGNITIVE Each student will recognize and use temporal and spatial principles in at least two instances of organizing their written observations of experiments. (Reproduces patterns of spatial and temporal arrangement). (Produces sequences and patterns). Given any statement, each student will give reasons for judging it as fact, inference, or value judgment. (Recognizes implications). COGNITIVE 3. Working in groups of four, the students will devise and deliver a five minute oral report on the patterns of dress which they observe in the school. (Evaluates classification schemes).	1. Students will perform exercises in finding the general sentences in a paragraph and relate the particular details to it. Students will write single paragraphs that develop one generalization. Without identifying authorship, the class will discuss and criticize reproduced selections on the basis of the relevancy and subordination of the supporting sentences. Relative concreteness and abstraction of terms will be discussed as justification for ordering sentences in support of one another and as part of sentence revision exercises designated to give greater immediacy to expression through greater concreteness. Students do experiments in text (2.7, 2.8, 2.9). Using their own generalizations about the conservation of mass, as the opening sentence, then write an essay of at least 200 words, ordering the specific details from each experiment as their supporting evidence. Students begin keeping a notebook on their observations of experiments. Each student will perform the operation of setting up a balance. The class will construct a histogram in connection with the above experiments or with the "penny" exercise. (cf. Teachers' Manual, p.16) INTRODUCTORY PHYSICAL SCIENCE Experiments 3.12 and 3.14 reinforce this. Precision in observation and the production of effectively written and oral records of observation take place through the following activities which the teacher may implement as they judge them to be necessary: 1. First hand reports of incidents which take place in the school. 2. Tracing plots in stories and processes in lab experiments (oral or written; suggested experiment: 4.10 and 4.11 in text). 3. Discussion of experiments in panels to check accuracy of observation. 4. Classroom exercises which give practice in the use of their work with a special view to coherence achieved through effectively - used transitional terms. Students will distinguish among statements of inference and statements of value judgment by applying the following definitions to a series of statements. 1. Fact - a statement which scientifically or historically verifiable. (It is 74° in this room). 2. Inference - a statement usually based on facts or reason which cannot be proven true or false at the moment. (We will go to war with China). 3. Value judgment - a statement which can never be proven either true or false. (It is a beautiful day. Hank Aaron is a better player than Babe Ruth).	Since most texts are organized in a deductive fashion, and the "content" of various subjects couched in series of generalizations, notions about propositions and supporting details can be connected with just about all areas of the total curriculum. As with the content of this unit, for example, Mathematics and Social Studies can be approached deductively as the proving of propositions or inductively, with students discovering those propositions through experience with specific problems. The suggestion here is that teachers of subjects so organized stress the general-particular relationship as an aid to study and retention techniques.	3, 4 In keeping with the inquiring approach of this unit, it seems to this author that a significant activity is for each student to apply the exercise of close observation to himself, at least to the point where he understands the valuing process as something he has already experienced and continues to experience daily, although probably unconsciously. Using already established categories of patterns of dress in the school, students identify the groups of people who fit these categories, further characterizing these groups according to language use (levels of usage, slang, etc) and typical behavior (or misbehavior). They then discuss the connection between the way a person dresses and his sense of identity (dress as symbolic and expressive of self-concept, a sense of what one is or the group to which one belongs. It is important during this discussion that students recognize that the way one dresses also affects other people's attitudes. In the course of this work which should cover a few days, the following aspects of valuing will be educed: 1. A person always makes significant choices about his daily appearance and behavior (Need for choice; inevitability in fact). 2. Although making choices is inevitable, no particular choice is. 3. Choices a person does make invariably are related to satisfying his own self-concept and to gaining approval of his peers.	Teacher-made materials (e.g. Car-Ford, cat-Siamese) Generalizations grow from classroom discussion Introductory Physical Science, Haiber-Schain, et al., plus Handbook Balances Commercial Television Shows such as: Columbo, Banacek, McCloud, etc. Postman and Damon, Language and Systems. (Holmes Story School Text).	1a Individuals continue practice until objective is achieved 1b Teacher grading of papers and observation of class participation until with repeated exercise, each student grasps concept fully 1c. Teacher criticism of sentences, essays and notebooks 1e. Teacher observation and aid in using rider. Each histogram will fall within satisfactory boundaries. Additional histograms will be devised. Teacher grading of essays and oral reports. Student folders kept of written work in order to determine where extra help is needed. Teacher-made tests to determine efficiency of students' choices Teacher-grading of oral reports. Teacher-grading of detailed report on two recurrent patterns. Students, who will have watched the same show will criticize the reports for "gaps" or praise them for the details they hadn't noticed. Teacher grading of papers. Teacher grades papers. Final evaluation of the unit takes two forms: (1) Teachers review material in student folders to determine individual levels of attainment of the "scientific spirit" in student's demonstrated

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ENGLISH - SCIENCE UNIT TOPIC INTRODUCTION TO PROCESSES OF LOGIC GRADE AGE LEVEL 9 LENGTH OF TIME INTERMITTENTLY OVER THE YEAR Submitted by: Ray Motyka Proctor H.S.		Drawing on previous experience and after carefully observing a few programs will identify at least two recurrent patterns in TV detective shows (Produces relations). AFFECTIVE Each student will identify his favorite TV detective and list the qualities of that "person" which he finds most admirable. After taking notes on a TV show, each student will trace in writing the process by which a detective solved a case, pointing out the initial facts, the probable hypothesis he formed, and the means he used to test that hypothesis. Each student will trace in writing the steps that lead to his conclusions in a textbook experiment. (Evaluates solutions to problems). PSYCHOMOTOR Each student will build his own "black box".	Working with statements "out of the air" (ads, pupil comments) students determine the categories to which they belong, recognizing that combinations of these exist, paying particular attention to key words in value judgments. 3. Students will apply all that they have learned thus far about observation, language and generalization. They will not only draw on their memories of observation, but also will work together in planning the gathering of data and ordering that data into an oral report for the rest of the class. Depending on response during the initial discussion, the teacher may lead students to consider aspects of detective shows which they may have overlooked. Among these may be the following: 1. The unorthodox detective who employs deductive methods. 2. A slightly stupid assistant. 3. Minor characters (often the police) who are bumbling and ineffectual in their method. 4. Misleading clues. 5. Trick by the detective to flush out the criminal(s). 6. Final disclosure scene as detective explains all to a baffled gathering. 7. Simple solutions where complexity had been expected. Discussing the similarities of a scientist and a detective, brings to light the basic pattern of clues (facts) leading to hypothesis which are then tested. Students watch a show, taking notes and paying particular attention to the solution and the probable train of thought that led to it, noting too the paralogisms (misleading clues) put in the way, obstructing the right solution for the audiences. Students do experiment 8.2 in the text. Each student will construct his own "black box" experiment. Students read, "The Problem of Thor Bridge" by Arthur Conan Doyle and consider the following exercises. 1. Sergeant Coventry, the jury, and Sherlock Holmes all came to different conclusions about the identity of the murderer. What were the facts each one had that led to their conclusions. 1. Coventry's Facts - 2. Jury's Facts - 3. Holmes Facts - What facts were accepted by all three? 4. What are the facts of Gibson's letter? When is Holmes able to interpret it? 5. Why do Holmes and Watson differ in their interpretations of the fact that the revolver was in Miss Dunbar's wardrobe? To what other facts does Holmes relate his interpretations? 6. Does Holmes proceed from hunches? Give an example.		but these choices also create other, often opposing judgments in the eyes of those outside the group (Students may speculate about these hair, etc.) At this point, students may volunteer explanations for placing themselves in one group or another. (Feelings as well as reasons, are valid explanations). Having identified himself with a group ("no group" is also a group, you may have to point out), each student should entertain notions about what he would have to change in his dress, speech, or manner in order to achieve a different identification. Culminating Activity: Each student chooses one of his own behaviors and for one day practices an alternative to it. Students may suggest alternative forms for each other. He then recounts either verbally or in writing his day's experience (How it seemed to affect others, how he felt). He has now, at least implicitly, recognized and experienced the six steps of the valuing process: to wit, he must defend to himself choices which he has already internalized at the same time new data provided by the activity has made him conscious of his choices and the need for reevaluation.		ability to handle and transfer to other work units the practice of coordinating general particular relationships, especially in patterns of cause - effect, reason - result, condition - assertion, and concession - assertion. (i.e. in conducting lab experiments, writing analyses of motivation in character, applying hypothetical conditions to movements of plot, etc.) 2. Students write a final academic autobiography, judging for themselves how much they have grown over the course of the year in their ability to think and to cope with academic work.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HUMANITIES **SOCIAL STUDIES 10** **ENGLISH 10** **UNIT TOPIC** **MAN'S SEARCH FOR IDENTITY** **GRADE AGE LEVEL** 10 **LENGTH OF TIME** 3 - 4 Weeks Submitted by: Joan Salerno & Robert Grems J.F. Kennedy High School	I. MAN'S CONCEPT OF SELF Man learns to identify self from the personal (I am) to the historical (I was) to the future (I will be) When man fails to reach a healthy definition of self, he may force himself into a personality breakdown which could lead in its most severe forms to neurosis and/or mental illness. II. MAN'S AWARENESS OF COMMUNITY Man learns to understand that he not only exists singularly but plurally in society. If man never recognizes the community around him, he will never learn to interact with society, and this leads to alienation. III. MAN'S INVOLVEMENT AND INTERACTION WITH COMMUNITY. Man attempts to realize happiness and fulfillment within the framework of society. The challenge facing us today is to direct and inspire the alienated groups around us so that they might become a creative force for change and work toward improved quality of interpersonal relationships.	AFFECTIVE 1. After having created a real life situation involving choices, the student will give reasons for making one of these choices. 2. Given the opportunity of projecting one's future life patterns, the student will write an epitaph explaining how he might like to be remembered. COGNITIVE 1. After listening to the records "Free To Be You And Me" and "The Me Nobody Knows", students will reflect on their meaning as it relates both to others and to them SENSORY PSYCHOMOTOR 1. After having completed the unit on identity, select pictures to form a collage, which will reflect your personality now on the kind of person you would most like to become (future focused self-concept).	1. Create an ethical situation. (a) Students will create a real problem situation concerning cheating. (b) Each situation must include three possible choices of action. (c) Select one choice and justify your choice. 2. Epitaph or Who's Who Biographical Sketch. (a) Based on the person you are now and based on what you are most likely to become, write either an epitaph or biographical entry for Who's Who. 3. Composition "The Me Nobody Knows". (a) Listen to records "The Me Nobody Knows" and "Free To Be You and Me". (b) Write a composition entitled "The Me Nobody Knows", reflecting a side of you not always seen by others. 4. Collage (a) Select pictures from books, magazines, newspapers, etc., or make your own illustrations. (b) Put these pictures together in a collage which will be used as a cover for your study of identity. * Spatial Reasoning Skills Visualization - recognizes and uses perspectives. - Sees relationship among pictures in various spatial perspective. - Sees relationship among objects perceived from different points of view as an insight into one's self image.	I. Create an ethical situation. ENGLISH: Read an open end play, "Who Hurt Bob Trenchman" by Marjorie Burns. SOCIAL STUDIES: In a simulated courtroom situation, twelve students will serve as jury and render a decision to the Trenchman case. II EPITAPH ENGLISH: Listen to Edgar Lee Masters' "Spoon River Anthology". Recite and analyze some of the poems. PSYCHOLOGY: Based on Thomas Harris' "I'm OK, You're OK", construct some parent-child-adult transactions at home. SOCIAL STUDIES: Develop a list of alienated persons in history from Socrates to Martin Luther King. III "The Me Nobody Knows" ENGLISH: Based on the novel, Jonathan Livingston Seagull, explain on how many levels the book might be validy interpreted. MUSIC: Listen to records by Richard Harris and Neil Diamond of "Jonathan Livingston Seagull". Reflect on the theme of the unchained spirit. For centuries man has yearned for a sense of freedom from constraint. In his desperate attempt to find a release from his common humanity, he has experimented with various methods of escape. Ranging from the freedom of non conformity to the exuberance of flight, his pursuits have been interesting and diverse. IV. COLLAGE - Psychology: Review Erik Erikson's "Eight Stages of Man". With emphasis on the 5th stage- Youth. (The who I am and what I want to become theme). Social Studies: After having researched a famous person in history (e.g. Albert Schweitzer), do a collage and give a report on his accomplishments.	1. Students are projected into situations that range through the spectrum of human experience. Faced with difficult decisions, he or she must choose a course of action, defend it or modify it and finally face the judgment of peers. The rest of the class will decide how ethical they consider these decisions to be on a scale of "o" to "10" with "o" representing absolute disapproval of the ethical decision and "10" absolute approval. 2. Insight Simulation. In small groups, students evaluate themselves and others on ideas of beauty, romance, inner peace, ideal homes etc. Scorecards are kept and discussion later should reflect, in some cases, the discrepancy between how you see yourself as opposed to how others see you. 3. Examine six "life patterns". The Mountain Peak Pattern. The Plateous and Drop-Off Pattern. The Ever-Upward Pattern. The Ever Downward Pattern. The Rollercoaster Pattern. The Plateau Pattern By each pattern's name and explanation, write one of these words or phrases to show how representative of your life you believe that pattern will be: Unrepresentative, Somewhat representative, Very representative Meet in discussion group and explain why you believe as you do about the various "life patterns". Cover questions such as the following - Do most of us agree on one pattern being most representative your future lives? Do we expect one stage of life to be "happiest?", "most satisfying?" Why?	Simulations - The Ethics Game. - Bob Trenchman Play - Scholastic unit on drama - "open end". - Insight Game - Games Research Inc., Boston, Mass. - Spoon River Anthology E.L. Masters - Our Town - Thornton Wilder - Harris' I'm OK, You're OK - Man's Search For Identity (Slides) Center for the Humanities, Inc. - Who Am I, Why Am I Here (slides) Center for the Humanities - Jonathan Livingston Seagull - novel by Richard Back - Record - Free To Be You And Me - Marlo Thomas - Poems of Self-Discover - "Search The Silence" - Betsy Ryan - Scholastic BKs. - Films "Never Say Goodby" Mid York "The Learning Tree" Swank - Filmstrips "Why Am I Afraid To Tell You Who I Am" Argus "Images of Man" - Scholastic	ETHICS (a) Student writes his own ethical situation with possible choices (b) Student makes choice and justifies. (c) Fellow students make judgments of choice and give rationale. BIOGRAPHY (a) Using music and pictures, prepare a slide - tape presentation reflecting your subjective feelings about yourself at this moment in time. Composition - "The Me Nobody Knows". (a) Write a composition using the above title. (b) Using music and pictures, create a slide presentation delineating the "I Am" of the personal self, the "I Was" of the historical self and the "I Will Be" of the future focused self. COLLAGE: (a) Put together collage to use as a cover for booklet containing all materials in unit. (b) On a chart, describe your idea of "The Good Life". Categories: Social commitment, life goals, education, work, marriage, children, place of residence, and ideas about money. (c) Based on Erick Fromm's "The Art of Loving", note the theory that self-realization is a prerequisite to being able to love another human being. List the kinds of self-realizations Fromm considers important. Choose lyrics from several popular songs that either agree with or contradict this concept.

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ENGLISH UNIT TOPIC ORAL COMMUNICATION GRADE AGE LEVEL 10th Grade LENGTH OF TIME 3 4 Weeks Submitted by Marsha Basloe	MAN & HIS SELF IMAGE 1 Man must be able to express this self image in relation to his environment 2. Man must be able to communicate his inner thoughts and ideas in order to be able to communicate with fellow man 3. Man must be able to perceive how his emotions influence his communication 4 Man should be aware of communication aimed at changing behavior attitudes, or beliefs MAN IN CONFLICT 1 Man must be able to communicate the nature of conflicts within himself and with others MAN AND HIS ENVIRONMENT 1 Persuasion is communication intended to get a response from the receiver MAN AND HIS INTIMATES 1. If the people who are communicating like and trust one another, attempts of either one to influence the other are likely to succeed	AFFECTIVE 1 Given one minute for preparation, the student will give an impromptu speech relating his feelings about his life to his environment as opposed to an alien environment AFFECTIVE SENSORY PSYCHOMOTOR 2 Given a character situation the student must be able to role play the personality of his described character COGNITIVE 3 Given an introduction and conclusion to a speech, the student must be able to relate the information orally to present to the class a complete informative speech. 4 Given a famous speech to listen to, the student must be able to constructively critique the speech using a speech rating blank handed out beforehand 5 Given the basic skills for effective speech making and information on different types of speeches, the student must be able to effectively deliver two different types of speeches 6. Given a list of 10 communicative terms, the student will recall in writing the definition of at least eight. COGNITIVE 7 Given a newspaper article, the student must identify all the biased or slanted words which aim at changing behavior, attitudes, or beliefs. COGNITIVE - SENSORY PSYCHOMOTOR 8. Given a rating scale and a role playing situation, each student will rate the performances for realism.	1 The student will present impromptu speech relating his life to his environment as opposed to an alien environment. (reasoning skill recognizes relationships between man & nature Evaluating tool an oral presentation) 2 The student will role play a situation portraying a character s personality to fit the description of the character given. 3 The student will complete an informative speech given the introduction and necessary conclusion and present the speech in front of the class 4 The student will listen to a taped speech given by a famous person. He will then constructively critique the organization support, and vocal qualities on a speech rating blank. 5. The student will present a formal demonstration speech using a visual aid The student will present a formal presuasive speech using the deductive method Reasoning skill - Deduction 6. The student will write the definition of at least eight communicative terms 7. The students will circle on a mimeograph article all the biased or slanted words which aim at changing behavior, attitudes, or beliefs: persuasion 8. The student will rate a role playing performance on a speech rating blank for realism.	SOCIAL STUDIES The student will present an informative speech as if he were Judge John Sirica addressing a press conference. ART The student will use magazines, construction paper, pens, paints, crayons colored pencils and chalk to design a visual aid to use with a demonstration speech	VALUE DEVELOPMENT Situation The school has been invited to enter a speech contest a month away The students have no experience They must decide what to do to develop the skills of speech (a) The situation above The student must decide what to do (b) Alternatives make a list (examples 1 Get a speech book 2 Take a speech unit 3 Practice talking aloud, etc.) (c) Consequences of each alternative (examples 1 May not understand book 2 May help develop skills orally yet still may not win 3 May help develop variety, yet may not develop all skills etc) (d) Can he choose one alternative as best? (Perhaps a speech unit would be more beneficial for one, while a book may be enough for another student) He must choose the best for himself (e) Create a situation in class to have the student use his alternative, i.e., give a speech using the basic skills in competition. (f) Re evaluate choice If given a chance to enter a tournament, would he choose the same alternative? Evaluation - The student will give an oral and written presentation using the basic skills of speech	1 Tape recorder 2 Video tape 3 Record player 4 Art supplies 5 Modern Speech John V Irwin and Marjorie Rosenberger, Holt, Rinehart and Winston, Inc New York, 1966 6 Speaking By Doing William E Buys Ph D, National Textbook Corporation, Illinois 1967. 7 Speech Communication an Interpersonal Approach Ernest G Borman and Nancy C Borman, Harper and Row, Publishers, New York, 1972 8 Choices Situations to Stimulate Thought and Expression, Thelma Altshuler, Prentice Hall, Inc. Englewood Cliffs, N J 1970. 9 Speech Rating blank made up by the teacher.	1 The student will take an objective test on the basic communicative skills 2 The students will take an essay test relating communication to society, man and animal 3 The student will give a 3 5 minute oral presentation, using the basic speech skills to be graded by a speech rating blank 4 The student will give a 3 5 minute demonstrative presentation using a visual aid and the basic speech skills to be graded by a speech rating blank 5 The student will give a 5 minute persuasive oral presentation using the basic speech skills to be graded by a speech rating blank 6. The student will take an essay test rating communication to society, man and animal 7. The student will take an objective test on recognizing biased or slanted words which are aimed at persuasion 8 The student will critique a famous speech from a tape on a speech rating blank using the basic skills he has learned

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ENGLISH-LITERATURE UNIT TOPIC PRIDE GRADE/AGE LEVEL GRADE 10 LENGTH OF UNIT 8-10 WEEKS	MAN & HIS SELF-IMAGE 1. Personal pride which expresses one's self-image in relation to others and to the universe is the primary motivator of a man's behavior. MAN IN CONFLICT 2. A man's pride, as defined above, often determines the nature of his conflicts within himself and with others. MAN & HIS ASPIRATIONS & FEARS 3. A man's pride often enables him to stand alone or to pursue a goal disapproved of by others. MAN & HIS SELF-IMAGE 4. Loss of self-pride may cause a man's wish for death. MAN & HIS INTIMATES MAN & HIS ASPIRATIONS 5. The pride that derives from our national or ethnic background influences our hopes and dreams. MAN & HIS SELF-IMAGE 6. Pride in excess or in paucity is often judged as bad.	1. Given the play, Julius Caesar, and the novel, The Pearl, all students will discuss the nature of pride as exhibited by three major characters. (cognitive) 2. Given the novel, A Tale of Two Cities, students will analyze four characters' expressions of pride in the novel. (cognitive) 3. Given a role-playing situation (such as policeman versus arrestee) each student will react verbally in a manner he feels is realistic or appropriate. (affective; Sensory-Psychomotor). 4. Given a role-playing situation (as in #3 above) each student will rate on a scale and criticize verbally the responses of the actors for realism and appropriateness. (affective, cognitive) 5. Given a student's personal or vicarious experience, each one will list ethnic customs that express ethnic pride. (cognitive) 6. Given films on ethnic customs, each student will recall the similarities and differences in familial relationships which foster pride. (cognitive) 7. Given a role-playing situation, each student will enact, from his own experience, a self-abnegating, a "normally" proud, and a cocky reaction to a given situation. (affective; sensory-psychomotor) 8. Given a rating scale and a role-playing situation (as in #7 above) each student will rate the actors' performances for realism and appropriateness (cognitive; affective). 9. Given the novel, The Pearl, each student will analyze the role of Kino's pride in his aspirations, fears, and conflicts. (cognitive) 10. Given the play, Julius Caesar, each student will criticize by agreeing or disagreeing with the conspirators' estimate of Julius Caesar's pride. (cognitive; affective)	1. (a) Read outside of class, with the help of study guides and class discussion, The Pearl. (b) Read in class the play, Julius Caesar, with the help of comprehension questions and class discussion. (c) Write a 100-150 word summary of Julius Caesar's life and death. (d) Listen to martial music and Indian chants. Discuss how they express qualities in Julius Caesar's and Kino's character. 2. (a) With the help of study guides and class discussion read, outside of class, A Tale of Two Cities. (b) Write a researched account of 150-200 words, of the lives of King Louis XVI and Marie Antoinette stressing their personal character. (c) View movies on the French Revolution and A Tale of Two Cities (d) Construct a model guillotine. (e) Write a researched summary on the origin and use of the guillotine and other instruments of execution in the 18th century. (f) Discuss possible effects on national and personal pride of the guillotine and its use; compare with Charles Dickens' comments on it in his novel.	1. MUSIC - The students will listen to martial music and tribal chants and discuss mood, theme, and special characteristics. 2. INDUSTRIAL ARTS - The students will construct a model guillotine. ART - The students will draw or paint using any desired means, the portraits or caricatures of ego expressions of people during the French Revolution (as in "g" previous column). 6. HOME ECONOMICS - The students will discuss similarities and differences in family life and customs of various segments of the American population. (correlates with #6 under learning experiences) 7. ART - Using any art medium, students will illustrate expressions of self-abnegation, normal pride, and cockiness as evidenced in facial expression or posture. 9. ART - Students will draw, paint, or sculpt Kino's facial expressions and/or posture at times when ego expression was evident.	Students will discuss the alternatives Julius Caesar might have had before he was assassinated. SITUATION: The Roman Empire is in political turmoil. Julius Caesar, having defeated the triumvir Pompey, has returned to Rome and is offered dictatorship for life. Factions in the Roman senate deplore Caesar's defeat of Pompey and his dissolution of the triumvirate; they fear Caesar's supposed ambition to replace the republic with an absolute monarchy. Caesar is aware of opposition from the Senate and takes steps to strengthen his grip - he refuses to allow the return of exiled enemies, he will not let auguries influence his decisions lest the Senate may think him a coward, and he will not readily accept the crown as dictator for life although he is pleased with the homage paid him by the populace. PROBLEM: STEP 1: You are Julius Caesar at this time. On the chart provided, write four alternatives you might have in order to try to prevent your assassination. STEP 2: Rate each alternative from 1 to 4 (1 being best choice and 4 least acceptable) in terms of each of these criteria: A. Long - term security B. Personal pleasure C. Chance of success D. Effect on spouse E. Immediate rewards STEP 3: Add up the totals for each alternative and draw a conclusion regarding the best choice. STEP 4: Discuss with the class the results of this value decision and re-evaluate your choices if your thinking has been altered. STEP 5: Apply the same valuing process to your own life situations and in evaluating the actions and decisions of others. STEP 6: By the end of the year the process of making value decisions should be internalized and made evident as requested. (See # 11 Evaluation)	1. (a) The play and the novel. (b) Humanities Films: Britannica Shaw versus Shakespear I, II, III, IV (c) Encyclopaedia Britannica or World Book or reference texts on the age of Julius Caesar (d) Utica Film Exchange # 168 Julius Caesar. 2. (a) The novel (b) Encyclopaedia Britannica, World Book, or World History Text Book (c) #838 Utica Film Exchange The French Revolution (d) Mid-York Library Film, A Tale of Two Cities (e) Pictures of Rodin's Sculpture "The Burghess of Calais" and of Prud'hon's painting, "Head of Vengeance". 3. A copy of given situations for role playing as devised by teacher. EXAMPLES: 1. You are an American Sioux at Wounded Knee. A National Guardsman has addressed you to surrender to him, turn over your rifle, and submit to arrest. Enact your responses. 4. A rating scale. Example: Rate the actors' responses (to # 3 above) from 1 (poor) to 5 (excellent) A. Exhibit of Indian pride 1 2 3 4 5 B. Appropriate view and response as an Indian in this issue. 1 2 3 4 5 C. Realistic response (was that the way an Indian would act?) 1 2 3 4 5 5. None 6. (a) Trip to Munson-Williams Proctor Institute to view sculpture and paintings. (b) Utica Film Exchange possibilities: # 14 Mexican Children # 543 Navajo Indians # 237 People along the Mississippi	1. Write a composition of 100-150 words comparing the nature of pride as exhibited in three characters. 2. Write an outline of pride as exhibited by four characters in A Tale of Two Cities. 3. Enact a role, according to a situation, depicting a response one feels is appropriate and realistic. 4. Class discussion and a consensus of student ratings of actors' responses will determine if the group concurs on the appropriateness and realism of responses. 5. List on paper examples of ethnic pride exhibited in customs one has personally or vicariously experienced. 6. Fill in the structured outline on the similarities and differences in family relationships as seen in movies. For example, the following ideas should be investigated and outlined: I. Nature of Family Structure A. Make-up of family B. Dominant figure C. Legal or social restrictions II. Family Relationships A. Society's expectations of the: 1. Father's role 2. Mother's role 3. Child's role 4. Grandparent's role or aunt's and uncle's B. Attitudes toward work: 1. Parents 2. Children C. Allowance for exceptional deviation in: 1. Moral behavior 2. Career choice 3. Social status 4. Social allegiance etc. After the outline is made, the class will discuss how these relationships foster or hinder personal pride. 7. Enact or react verbally to hypothetical situations involving personal ego expression.

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ENGLISH - LITERATURE UNIT TOPIC PRIDE GRADE/AGE LEVEL GRADE 10 LENGTH OF UNIT 8-10 WEEKS *(CONTINUED)*			(g) Draw portraits or caricatures of (1) a person being arrested by a bloodthirsty Red Cap, (2) a noble about to be guillotined, (3) Robespierre sitting in judgement on a noble or substitute Jacques Five from the novel. (h) View a picture of Rodin's sculpture "The Burghess of Calais" and a copy of Prud'hons painting, "Head of Vengeance" and discuss their visible evidence of pride. 3. Enact different social, racial or ethnic roles in given situations. 4. View the role-playing (in # 3 above), rate and discuss the realism and appropriateness of actors' responses in each situation. 5. List manifestations of ethnic pride one has experienced personally or vicariously (such as Bar Mitzvah, etc.) 6. View movies on ethnic societies and their customs (American and Mexican Indian, Immigrant families, etc.) 7. (a) Enact or verbally describe ego expressions in given situations. (b) Illustrate by any art medium facial expressions and/or posture of self-abnegating, normally proud, and cocky individuals. 8. Evaluate other students' role-playing of ego expressions on a rating scale. 9. (a) Write a paper of 100-150 words on the role of pride in Kino's aspirations, fears, and conflicts. (b) Draw Kino's face and/or posture at times when his ego expression was most evident (confronting the doctor, the pearl buyers and the trackers, for example). 10. Write a 50-100 word composition agreeing or disagreeing with the conspirators' estimate of Julius Caesar's pride. Include evidence to support claims.			7. (a) A list of role situations EXAMPLE 1-You have just received an award as best athlete of your class. Enact or verbally describe how you would accept this award at a student assembly, if you were (a) self-abnegating (b) normally proud (c) cocky. (b) Any art materials of student's choice 8. Rating scale to accompany # 7 above. EXAMPLE: 1-Athlete Award (a) Self-abnegating response appropriate? Yes No realistic? Yes No (b) Normally proud response appropriate? Yes No realistic? Yes No (c) Cocky response appropriate? Yes No realistic? Yes No 9. Art materials for drawing 10. None	8. Rate on a scale the appropriateness and realism of actors' responses in the ego-expression situations. By a consensus of student ratings and by class discussions the group will determine the appropriateness and realism of responses. 9. Write 100-150 words assessing the role of pride in Kino's aspirations, fears, and conflicts. To be adequate the paper must cover Kino's pride as a husband and father, a South American Indian, and as a man with private dreams. 10. In a paper of 50-100 words agree or disagree with the conspirators' extimate of Julius Caesar's pride. The paper's worth will rely heavily on evidence given to support one's argument. 11. As an evaluation of internalization of the value experience, the students will write 100-150 words, at the end of the year, discussing Julius Caesar's right actions or wrong actions in regard to the alternatives available to him. This paper will be compared with the student's conclusions after the value experience and the teacher can judge whether there has been any change or inconsistency in value judgment.

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ENGLISH UNIT TOPIC MAN IN WAR GRADE AGE LEVEL 11th LENGTH OF TIME 4 Weeks Submitted by: K. Elow J.F. Kennedy High School	MAN AS A CREATOR War has always been part of recorded history The novel form has illustrated man at war throughout various civilizations. MAN AS A CREATOR Man has developed various weapons of warfare throughout history. The psychological aspect of war has varied from country to country. Art forms have portrayed various war scenes in the history of civilization. MAN AND HIS GODS Man has used gods and religion, as a basis for warfare.	COGNITIVE Given the novel "All Quiet On The Western Front", the student will become familiar with the effects of war upon individual man Given a discussion of characterization in the novel, the student will develop insights into reactions of man in time of great personal strife. Given three poems the student will compare the poetry form to that of the novel form. SENSORY PSYCHOMOTOR Given the discussion of the reactions of man, in time of emotional strife, the student will role-play the leading character of the novel studied.	1. Student will compare like weapons in civilization, with a differential of 50 years READING SKILL Recognizing circles in time 2. Student will keep a notebook of the development of the same type of weapon in 5 civilizations READING SKILL Recognizing relationships 3. Student will re enact a famous battle (war) scene. REASONING SKILL Identifies cause and effect relationships 4. Given a series of 20 slides, the student will identify the war era associated with the object shown. READING SKILL: Make judgements about classification.	ART - Shown the artifacts of an archeological dig, the student will develop an art form appropriate to the civilization. SCIENCE - The student will com compare gunpowder contents of the Revolution, Civil War, and World War I, eras. SOCIAL STUDIES - Student will study the assassination of Franz Joseph as a cause of World War I. MATH - The velocity in pounds per square inch of the crossbar bow and arrow, and the military rifle. (World War I vintage).	The student is given the situation of having to join the Armed Forces, to fight in a war he does not believe is just. POSSIBLE ALTERNATIVES 1. He will serve. 2. He will not serve. 3. He will serve but only as a non-combatant. 4. He will leave the country. POSSIBLE RESULTS 1. He will survive the war. 2. He will not survive. 3. He will be disabled. 4. He will lose his citizenship. 5. He will be jailed. RESULT Student realizes that man's decisions concerning war are not lightly made and will not scorn another man's choice.	War Novels * Red Badge of Courage, by Stephen Crane. All Quiet On The Western Front, by E M Remarque. A Wall In The Sun, by Harry Brown. The Naked And The Dead, by Norman Mailer. WAR POETRY John Brown's Body, by Stephen Vincent Beret Rouge Bouquet, by Joyce Kilmer. MUSIC (War) Over There, by Irving Berlin. Dixie Bonnie Blue Flag When Johnny Comes Marching Home Lily Marlene * Films of all novels are available.	1. Student will recognize similarities in characters in three war novels 2. Students will be able to compare characters as to similarities in time of stress 3. Student will be able to identify similar traits in all soldiers regardless of chronological time period. 4. Student will pass a written test on the comparison of thematic material in the three novels. 5. The student will be able to identify war songs of the various time periods studied in this unit.

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ENGLISH & SOCIAL STUDIES UNIT TOPIC MAN AND HIS FUTURE GRADE AGE LEVEL 11 LENGTH OF TIME 3 to 4 Weeks Submitted by: Anne Coughlin & Charleen Gallagher	MAN AND HIS ASPIRATIONA AND FEARS Most science fiction writing reflects the hopes and fears that man has about the future. MAN IN CONFLICT Man is experiencing inner conflicts over the question of the use and misuse of technology. MAN AND HIS ENVIRONMENT If man continues to misuse his natural resources, he may be forced to colonize other planets or to explore living conditions underground or under water.	COGNITIVE Given a selection of science fiction writings, the student will identify the hopes or fears expressed by the authors. AFFECTIVE After viewing the open end film, Self Incrimination The Fifth Amendment, the student will judge whether or not it would be fair to use advanced technology to gain information which might incriminate an individual PSYCHO MOTOR The student will be asked to build a model of a future city which could be built in space or underwater or underground.	The student will develop his reading skill by comparing and contrasting the specific fears and aspirations expressed by a variety of authors Each student will write a composition of approximately 200 words in which he assumes the role of either the defending or prosecuting attorney in the film, Self Incrimination READING SKILL See implications and inferences. The student will write a Bill of Rights for citizens of the future. The student will read information and view films on cities of the future. The student will construct his own model city. The student will make a collage on the theme of the future.	This unit was taught in a combined English, Social Studies class It could easily be tied in with art and science. The slide show, The Year 2000 Can We Survive The Future, makes extensive use of famous works of art. Students could also construct models, prepare slide shows, and do photo essays on the theme of the future. These activities could be used as part of an art course. It would also be easy to tie in science, especially when dealing with concepts of space travel, pollution, etc.	VALUE CLARIFICATION The student will be given a list of 20 situations which might occur in the future (Ex. With the development of machines to do his work, man will be freed of physical labor so that he can spend his time in leisure activities). A. The student will indicate by direct statement whether or not he would like to be released from all physical labors so that he could have more leisure time. B. If this situation would not appeal to him, what would he prefer? How much leisure time would he prefer? Why? Is there such a thing as too much leisure time? The student will state how much time should be leisure time. C. The students will tell what might be the personal consequences of increased leisure time. D. Students will list the effects of increased leisure time on physical fitness, the crime rate, feelings of self worth and other topics. E. After hearing arguments of other students, the student should either defend or modify his proposals.	1 Scholastic Literature Unit Tomorrow Science Fiction and the Future. 2. Science $\frac{\text{Fact}}{\text{Fiction}}$ Scott Foresman. 3. Readings. a. Childhood's End - Clarke b. On the Beach - Shute c. The Martian Chronicles - Bradbury d. I. Robot - Asimov e. Farmer in the Sky - Heinlein f. A Canticle for Leibowitz - Miller g. Brave New World - Huxley h. 1984 - Orwell i. War of the Worlds - Wells j. Alas, Babylon - Frank k. Planet of the Apes - Boulle l. Green Hills of Earth - Heinlein m. The Artificial Man - Davies n. Beyond Belief - Huxley o. Future Shock - Toffler p. Chariot of the Gods - Von Danihen q. The Greening of America - Reich r. RUR - Cajek s. LA 2017 - Wylie 4. Films a. Fail Safe b. Future Shock c. 1984 d. 2001: A Space Odyssey f. Self - Incrimination: A Look at the Fifth Amendment g. Reston: A Planned Community h. Stranger Than Science Fiction	The students will be given an objective test in which they identify hopes and fears expressed in specific science fiction literature and films. or The student will write an essay in which he makes generalizations about hopes and fears expressed in sincere fiction. Students' knowledge and attitudes will be evaluated on the basis of classroom discussion and debate.

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ENGLISH UNIT TOPIC POLICE PROCEDURE SHORT STORIES AS A STUDY OF CAREERS. THE WORK ETHIC GRADE AGE LEVEL 11 and 12 Grades LENGTH OF TIME 2 - 3 Weeks Submitted by: Elizabeth Waas Utica Free Academy	MAN AND HIS WORK - meets the need 1. for personal survival. 2. for self satisfaction 3. for interesting activities. 4. for service to the community.	1. AFFECTIVE: Given a series of police procedural short stories the student will become aware of the various functions of public law enforcement agencies. From his readings he will delete inappropriate materials. His recognition of various helping services will be defined with 90% accuracy. 2. COGNITIVE: Having studied fictional writings concerning the law officer, students will make an expanding list of the wide variety of talents and skills necessary to fulfill the obligations of this career. (At least 15 or more items). COGNITIVE: Given factual reports from current media, pupils will list specific activities which are beneficial to the general public and which do not concern crime. 3. PSYCHOMOTOR: Given an example of a specific situation involving the necessity of using the services of the law, pupils role play the approach employed by the lawman in fulfilling his duties to society.	1. Pupils read a series of police procedural short stories from current media. They then outline specific steps taken by the law enforcement officer to fulfill his job well. Pupils reason out the skills the officer must possess in order to attack the problem confronting him. 2. Having completed item 1, pupils will synthesize information and will develop a series of concise information essays which emphasize the work experience. The pupil is expected to discuss the cases from the realistic view of the lawman involved. Pupil will develop and enhance research skills by keeping accurate information supported by source dates. 3. Pupils will assemble an annotated clipping file of newspaper accounts which describe, or graphically portray, actual talents and skills necessary to maintain a working relationship with both associates and the community. Concentration will be expanded to include beneficial activities performed as services which do not involve crimes. Given an example of a specific situation involving the necessity of using the services of the law, pupils will role play the lawman's approach to his problem. Pupils will give oral talks, each relating talents and skills used by a law enforcement officer as portrayed in a particular short story. Necessity of communication and information are emphasized through a question and answer session, at which time 85% of the group should be cognizant of 90% of the appropriate responses.	A. ART 1. Pupils do a graphic layout to be used in recruitment of law enforcement trainees. 2. Pupils will create collages and montages to stimulate pupils' knowledge and curiosity as well as present a pleasing picture to attract prospective employees. B. SOCIAL STUDIES 1. Reading in current factual media - magazines and newspapers. 2. Listen to speakers from various local law enforcement agencies.	1. Pupils endeavor through skimming and peer consultation to determine the appropriate choice of literature to meet the needs of the unit. Pupils will create a bibliography to use with various reading levels. 2. Pupils identifying career alternatives available in police work: (a) Face to Face confrontation with public. 1-Service 2-Violence (b) Behind scenes. 1-Ballistics 2-Radio 3-Laboratory 4-Clerical (c) Unusual police possibilities. 1-Artist 2-Pilot 3-Skin diver 4-Nurse 5-Psychiatrist B. Pupils experience an awareness of the role of the law enforcement officer with a suggestion of alternative occupations in the service area. C. Pupils learn consequences of career choice (security, violence, benefits, salary, hours, etc.). D. Pupils evaluate affect of selected alternative on family members. E. Upon completion of above mentioned considerations, pupils will undergo behavioral changes in attitudes and actions toward those citizens employed in this field.	A. Ellery Queen 1. Mystery Magazine (monthly) 2. New York Times. Columns and photographs 3. Utica Observer Dispatch. B. Community human resources 1. City police department 2. Sheriff's office. 3. State Police 4. Pupils' family experiences.	1. To demonstrate awareness of possible conflict between responsiblity and personal needs. Write a thoughtful, well-organized synthesis on the career of the law enforcement officer. Indicate the types of activities encountered in the position as well as the emotional impact on the lawman and his family (250 plus words) 2. To differentiate between "service" responsibilities and duties involving "criminal" acts against society. Make an up-to-date clipping file of newspaper articles and photographs which illustrate the varied activities of selected divisions of law enforcement agencies across the country with concentration on those activities which are of a supporative nature and recognized as such by the general populace, plus those which require specific skills. (Annotated). Pupils' collections will be evaluated on the variety of experiences plus careful documentation (i.e. recording news media source, date, page numbers). 3. Question and answer period following oral talks and/or role playing will record pupils' behavior changes and resulting philosophical outlook on the lawman's role in the scheme of society.

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ENGLISH UNIT TOPIC UTOPIA GRADE/AGE LEVEL 11th YEAR LENGTH OF UNIT 4-5 WEEKS	MAN & HIS COMMUNITY MAN IN HIS PHYSICAL ENVIRONMENT The government that a society functions under takes one of several forms i.e. Democracy, Totalitarianism, Dictatorship, Monarchy, etc. MAN & HIS ASPIRATIONS MAN & HIS INTIMATES MAN & HIS SELF IMAGE MAN IN CONFLICT MAN & HIS COMMUNITY There exists a continuum which places total individual freedom at one extreme and total societal control (total government) at the opposite extreme. This is referred to as the governmental continuum. All forms & kinds of gov't. can be placed on this continuum & the conflict as well as the compromise between personal freedom & the rights of others can be examined & discussed. MAN IN CONFLICT MAN & HIS INTIMATES MAN & HIS COMMUNITY There is a conflict that exists between the individual rights (desires, wants, expectations) and the rights of society (and its wants, desires, and expectations). Each area has its domain and every interface of these domains produces a compromise. MAN IN HIS PHYSICAL ENVIRONMENT MAN AS CREATOR & EXPLORER The gov't. can be affected and in some cases determined by the environmental conditions that exist,, (i.e., the U.S. and its	THE AFFECTIVE DOMAIN Given a reading of Thoreau's Civil Disobedience or similar material, students will discuss the values and ethics of such activity. After listening to a recording of the song, "The Declaration" by the 5th Dimension of after a reading of The "Declaration of Independence" the students will discuss the prevailing attitudes expressed and the value of the rationale used in the break of the Colonies with England. Given a utopian situation that students will role play the various attitudes that might be expressed in such a situation. Given a role playing situation in which students express the various attitudes and opinions which can occur in a utopian situation, the students will discuss these attitudes and try to determine their relation to the environment. Given a reading of two or more utopian novels, the student will write a term report which deals with utopian literature as a literary form. This term report is to be a minimum of 5 typed pages and may take as its theme: Items common to utopian literature Utopia and anti-utopian literature The future as seen through the eyes of the utopian novelist. The American dream and Utopia, etc. Given a utopian novel which has been read, the students will discuss the possible cultural concerns which are noted in the novel. Students may extend cultural allusions to the necessary length, i.e., The feelibs in Brave New World Soma " " " " The two minute hate in 1984 The Synergetic Revolution in Teg's 1994 Students will witness examples of cybernetic culture, i.e. computer art and computer music and discuss these examples as to their aesthetics The student will become aware of the utopian novel as a discussion on an attempt to raise the lot of mankind. This awareness will be demonstrated to by means of a written report of 3-5 pages discussing the idea. Given the reading utopian works, the students will be able to discuss as a class the value and efficacy of certain beliefs, activi-	THE STUDENT WILL: . Visit or research the Commune or Kibbutz ways of life and report on it in an oral presentation of at least 10 min., or a written report of 3-5 pages. . Visit City Hall & report in chart form the structure of city gov't. . Construct charts dealing with the structure of city, state & federal gov't., & give a 5-10 min. oral report detailing the similarities & differences. . Research (or visit if possible i.e. an Indian reservation) a culture different from his own and list significant differences in the areas of actitude, community, social sense, individuality, type of gov't. (societal control) Read up on & research any of the communal religious groups, i.e. Puritans, Quakers, Amish, etc., and write a report of 200-300 words on their method of combining community gov't. needs of the groups with individual freedoms. Prepare a case for or against capital punishment (Resolved: capital punishment be accepted as an effective deterrent to crime) and engage in a class debate Prepare a case for or against crime being defined as a negative reaction to societal authority (Resolved: crime is a negative reaction to societal authority and can be dealt with through changes in the intensity of this authority and engage in a debate with other students. Research a report on the structure & efficacy of student gov't. (10 min. orally - 3-5 pages written) Prepare a chart showing the structure of student gov't. including the various standing & appointed committees. THE STUDENT WILL: . Research the major causes of civil unrest in today's society & write a report (5-10 pages) comparing these causes with the rationale for civil disobedience proposed by Thoreau. . Make a collage of photographs concerned with civil disobedience. Investigate the planned disruption of political activity dur-	History - Written report on comparative gov'ts. Sociology - Readings on other societies and other cultures i.e. Archeology - Dr. Leakey Margaret Mead History - Oral report on the structure of city gov't. Art - The construction of the chart on city gov't. History - Report on the structure of the gov't. of other countries. Construction of a chart on comparative gov't. forms. Sociology - Study of comparative cultures. Read Dr. Leakey, Incas, Mayans and other advanced cultures Black Studies - Study of the black culture, both African and Afro-american. Sociology - Reading of crime in America, The Koener Report, uniform crime report, visit to police Hdqrts. Reading of book Death Row Sociology - Readings in The Vanishing Adolescent or similar books. Samplings of writings of Eric Ericson. Visit to a criminology class at MVCC or any police course. History - Write a report of 200 words comparing any two levels of gov't. Art - Construction of the chart showing the structure of student gov't. including various committees. History - Construction of a chart showing the structure of Congress including committees. Sociology - Readings selected by teacher in Koener Report & Thoreau's Civil Disobedience. Art - Study of colleges as an art form. Creation of colleges applicable to upopia unit. History - Read Miami & The Seige of Chicago by Mailer History - Discussion of events leading up to the Revolution Science - Discussion of the action-reaction effect	Two examples of the valuing process based on the utopia unit: (a) Question: I need to set up some kind of order to the decision making process as it concerns a group. What should I do? (b) Alternatives: (Derive from groups) 1-Each man his own boss (total freedom) 2-A few will represent all & make decisions for the group. (democracy) 3-The strongest will rule (Monarchy, Dictortatorship) 4-We shall share equally & need no rules. (Communism) 5-All decisions will be made by a decision making power who will decide all things for us. (total gov't.) (c) Using the valuing grid, rate the alternatives 1-5 using the following criteria: 1-Long term community security 2-Personal preference (pleasure) 3-General effect on Community 4-Immediate success (reward) 5-Chance of success (d) Total rating & select alternatives (e) Internalization At a later time discuss the structure of student government or any item needing a group decision. The object is to decide on the best overall way of arriving at a decision for the group. If value internalized, it should be selected here.	NOVELS: The Big Wheels (Hunts Berry) On The Beach (Shutes) Walden (Thoreau) Walden II (Skinner) Anthem (Rand) 1984 (Orwell) Animal Farm (Orwell) The Republic (Plato) Death Row (Levine) The Report of The Commission on Civil Disorder Miami & The Seige of Chicago (Mailer) Teg's 1994 (Theobald & Scott) Chariot of the Gods (Von Daniken) We Are Not The First (Tomas) Lord of the Flies (Gold) Brave New World (Huxley) Return to Brave New World (Huxley) Utopia (More) This Perfect Day (Levin) Time Machine (H.G. Wells) Up The Organization (Anderson) Leisure The Basis of Culture The New Morality (Fletcher) The Andromedia Strain The Selling of the President (McGuinness) MAGAZINES/NEWSPAPERS "New York Times" "Ramparts" "Social Thodey" "Atlantic" "Time" "Newsweek"	EVALUATION PROCEDURE: Evaluation of the activities in this unit has as its purpose to see whether or not the objectives, stated have been reached. Each objective given earlier is this unit has included in it the activity which must be performed and serve as the evaluation exercise. In some case, a minimum level of acceptance such as 3-5 pages or oral report of 10 min. has been included. It may be valuable to clarify the means of evaluation however. 1. Written reports of a minimum length graded on a basis of content (i.e. illumination of the subject) and form (i.e. grammar) both points combine for one grade. 2. Discussion - Graded on a basis of degree of participation and validity of arguments presented. 3. Role-playing again participation is the evaluator's key. 4. Oral report - Evaluated similar to written reports as to content & presentation. 5. Charts etc., Evaluated as to the degree they do what they purport to do. (CONTINUED)

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ENGLISH UNIT TOPIC UTOPIA GRADE/AGE LEVEL 11th YEAR LENGTH OF UNIT 4-5 WEEKS (CONTINUED)	basis in agriculture vs England and its basis in trade) MAN & HIS ASPIRATIONS MAN AS CREATOR AND EXPLORER MAN & HIS COMMUNITY Education plays an important role in sustaining continuing and advancing the individual and society. Education as it is affected by governmental form. Education as a means of indoctrination i.e. sleep - teaching, brain programming etc. MAN & HIS GODS The state and its rights over individual freedom and conscience. War and its effects on individual dissent and morality. Civil disobedience and its place in gov't. MAN & HIS COMMUNITY MAN AT WORK MAN AT PLAY MAN & HIS SELF-IMAGE How does gov't provide for individual and societal needs? What is the gov't's responsibilities to man and in return what is man's responsibility to gov't.? How does the governmental form affect the individual's dreams and fears (i.e. paranoia) MAN & HIS GODS Can the state legislate morality and ethical standards? What are the implications of the Church-state relationship? MAN & HIS INTIMATES The rights and structure of the family	ties and decisions expressed in these utopian works. Given a simulation game with the objective of developing a model city the student will assume a given role and participate in the development of a plan for the model city which meets the needs of the role he assumes. THE COGNITIVE DOMAIN Given the governmental continuum (see concepts & generalizations), the students will be able to discuss in a well written report of at least 250 words or in a comparable oral discussion, the location of different forms of gov't. in the countries of the world i.e. Democracy, Socialist etc. Given a reading of at least 2 utopian works, the student will be able to demonstrate through an extended report (orally 5 min. written 3-5 pages) at least 2 examples of the relationship between the kind of gov't. portrayed and the actions (or reactions) of the individual characters. Given a reading of at least two utopian works the students will be able to demonstrate through chart form or outline the gov't's position on the governmental continuum and at least 2 examples of the relationship that exists between the kind of gov't. expressed and the action or reaction of the characters portrayed. Given a class discussion on the subject, the student will be able to use and match the major powers of today's world, their form of gov't. and their relative position on the continuum of gov't. ranging from total gov't. to total freedom. Given an examination into the question of choice and alternatives, the students will select a significant action on the part of the main character in a utopian novel and in a well written report (written 3-5 pages, oral 5 min.) give the details of the situation involving the choice, the possible alternatives available, the selection made by the main character and the rationale used in the making of this choice by the main character. Given a reading of Teg's 1994. the student will be able to define in a written composition of at least 100 words the different means of communication i.e. inner, outer, & situational.	ing the 1968 campaign & compare it with the student's belief of what constitutes justifiable civil disobedience. List the main causes for dissatisfaction with England among the colonists and rate them on a scale of 1-5 (5 being high 1 being low) as in their opinion, justifiable of civil disobedience giving a rationale for each evaluation. Given a supposed catastrophic event resulting in a limited number of survivors each possessing varied and distinct skills (i.e. carpenter, doctor, librarian, cleric) decide & give rationale as to which of these survivors are vital to the establishment of a viable community & which survivors are superfluous. Participate in a role playing exercise which deals in the expression of the various attitudes and values that may occur in a utopian situation. Participate in a discussion on the attitudes and values that develop in a utopian situation as derived from previous discussion or a prior role-playing activity and then try and determine the relationship to the environment that may exist in these expressed attitudes & values. Write a term report of at least 5 pages which takes as its central theme or question: Items common to utopian lit. Utopian & anti-utopian lit. The future as described by the utopian novelist. The American Dream & Utopia This report will be based on the reading of at least 2 utopian novels. THE STUDENT WILL: Examine the cultural aspects as described in the utopian novels and attempt to extend these cultural concerns to the life condition of the man of the future. Such an examination may be made along the lines of "How will the leisure time of the future be spent?" Examine examples of computer art and computer music and try to compare them to both abstract art and realistic art. This comparison will be done by means of an oral report with prepared material for demonstration (minimum 10 min.) Construct a chart picturing the gov'tal continuum and then locate graphically on the continuum the types of gov't of the various world powers.	English - Reading of Johnny Tremain by Forbes Speech - Drama - Oral interpretation & expression of attitudes & ideas. Art - Visit to a museum to consider cluture state of modern man. Music - Attending a music concert or studying musical theory. Art - Creation & maintenance of a cultural events bulletin board. Math - A preview into the art of computer programming. An explanation into the rudiments of computer art & computer music. Art - Construction of the chart with the gov'ts of the world located on the governmental continuum. Math - A study of geometry. a study of findings and interpreting percentages. Science - An explanation of the scientific methods as it relates to hypothesis and alternatives. Sociology - An examination of the various modes used in different countries in the education of the young. Readings in Plato's Republic. History - Readings selected by the teacher in the early American school. History - A report on the creation of the U.N., The League of Nations. Art - Construction of a chart showing the structure of the U.N. Business - Accounting and percentages procedure for calculation and posting History - A study of the significance & creation of opinion polls. Art - Maintainance of bulletin board on different opinion polls. History - Sociology - The reasons for man needing a gov't. Feudalism & the Industrial Revolution as a factor in the build-up of cities.	II. (a) Question: My personal wants & needs, conflicts with the wants and needs of others. What should I do to resolve this conflict? (b) Alternatives (derive from group) 1 Maintain that I have a right to my own self happiness (survival of the fittest) 2 Give in totally to attaining the needs of others (selflessness) 3 Ignore the situation (become an outcast) 4 Seek a happy medium (compromise) (c) & (d) As above (e) Devise a situation where personal need is in conflict with group. i.e. needed homework vs. a weekend dance. Assign writing on a solution. Internalized decision should be the answer.	SHORT STORIES The Martien Chronicle (Bradbury Anthology) The Illustrated Man (Bradbury Anthology) The Lottery (Jackson) WRITINGS Dr. Margaret Mead Dr. Leakey Aristotle Plato Russeau FILMS The Space Odessey Occurance at Owl Creek Bridge The Lottery Animal Farm Andromeda Strain (CONTINUED)	6. Matching Tests - Matching kind and form of gov't. with placement on governmental continuum. Key here is (1) match power with form & (2) Rationale of placement 7. Essay tests Limited to eliciting evaluation on the understanding of concepts in a utopian work particularly concepts related to the general utopian ideal. Where possible, essay tests will be choice test i.e. choose 2 or 3 etc., will require explanation or proof from the text (examples) and will be asked in structured form i.e. choose a point, prove it. Explain your opinion of the point. 8. Objective tests - Usually multiple choice and limited to questions eliciting and evaluation of details in a book read i.e. author main character, etc. NOTE: If possible this unit should be approached so as to consider the situation of a utopia and in doing so conversely examine today's world. To do this at least two utopian novels should be read & considered. All else may be approached as

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ENGLISH UNIT TOPIC UTOPIA GRADE/AGE LEVEL 11th YEAR LENGTH OF UNIT 4-5 WEEKS *(CONTINUED)*	The raising of children into functioning adults who are valuable to themselves and the communities Marriage as an institution. **MAN & HIS SELF IMAGE** The noble savage as a purview of man. The domain of the self in regard to feelings, rights, wishes, etc. What is the extention of man's divine rights? **MAN AT PLAY** To what extent is leisure necessary for mankind to continue? Governmental sanctions on leisure (vacation time, the 40 hr. week, etc.) and their effect on society. Leisure as it affects culture. Creativity as individual expression and societal expression. **MAN AS CREATOR & EXPLORER** The imposition of self and beliefs on others i.e. countries/planets. Art and environment as they are related to each other as well as to culture. The environment as it becomes an influence for expansion. **MAN IN CONFLICT** The synthesis of ideas, governments needs etc. that evolves out of conflict. **MAN AT WORK** How man (individually and collectively as society) goes about providing for self, societal and community needs.	Given a reading of a utopian novel which makes extensive reference to and educational system, i.e. Brave New World, Walden II, etc.) the student will research and give a well presented report (orally 10 min./written 5-10 pages) comparing Present day education in America with the educational system presented in the utopian novel. The advantages & disadvantages of the utopian novel's form of education. The educational system of England or other foreign country. A comparison and contrast as to the educational system described in different utopian works. Given a reading of a utopian novel which makes an extensive reference to an educational system, the student will research and give a well presented report (orally 5 min./written 3-5 pages) comparing & contrasting the described education system with his own beliefs for & about education. Given proper research the student write a report of 3-5 pages on the U.N. or the World Bank or the World Court as it applies to the utopian ideal. After listening to a recording of "Imagine" by John Lennon, the students will list some of the utopian concerns or dreams & attempts to derive the basis of the utopian concern. Given the reading of several utopian works, the student will list or discuss as a class, as many items as possible common to all utopias and utopian novels. Given a controversial issue such as abortion, euthanasia, state aid to private education, etc. the student will classify the issue into those concerns of individual freedom and concerns of societal rights and the discussion of the rationale of each point of classification as a class. Given research on the 1972 presidential campaign, the student lists the major platform planks of each major candidate. Given a listing of the major platform of the major presidential candidates in the 1972 presidential campaign, the student will categorize this listing into utopian & non-utopian ideals & give a rationale for each categorization. Given research on Washington D.C., the student will, in an oral report of at least 15 mins. or a written report of at least 5 pages, explain	Delineate in a composition of at least 100 words the alternatives a citizen has under a particular form of gov't. when that citizen is faced with an objectionable governmental decision. Discuss either orally or in written form the relationship between the actions of a character in a utopian work & the type of gov't. portrayed in that utopian work. List the major powers of today's world and match to them their form of gov't. & their relative position on the gov'tal continuum with a rationale explaining the placement on the continuum. Explain the actions of a main character in a utopian novel in terms of the available alternatives and the form of gov't. under which those alternatives exist. Make comparisons & contrasts between educational systems as described in particular utopian novels & present day educational plans. Articulate comparisons & contrasts between his own beliefs as to the expectations of an educational system and those expressed in particular novels. **THE STUDENT WILL:** Research & report on the U.N. or the World Bank or the World Court as an approach to a utopian world. Listen to recordings & discussions on utopia & then list the concerns & dreams of the utopian ideal attempting to deride the basis of utopia. View the film "The Lottery" or read the story "The Lottery" by Shirley Jackson and then enter into a discussion on the relationship that exists between individual freedom & rights and societal freedom & rights. Discuss the attitudes, beliefs, activities & decisions found in their readings of utopian literature in an attempt to discover the value & efficacy of these beliefs. Draw a map of the world locating the major powers & providing a key which signifies the governmental form used by each major power. Describe in a written composition of at least 100 words. The relationship between inner, outer and situational as described in Teg's 1994. Construct a map or 3 dimensional model of a utopian community such	History - Readings in Atlantic, Rampart, The New York Times, on the 1972 presidential campaign. Term report on Watergate. History - Structure & History of Washington D.C. Art - Construction of a model city in 3 dimensions. Visit to city planning & urban renewal depts.			individual projects if possible *(CONTINUED)*

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ENGLISH UNIT TOPIC UTOPIA GRADE/AGE LEVEL 11th YEAR LENGTH OF UNIT 4-5 WEEKS *(CONTINUED)*		the rationale involved in the planning of Washington D C Given attendance in this utopian unit, the student will read at least 2 utopian novels and pass a test of the teacher's choosing on each book with an average of at least 80% Given a copy of the "Bill of Rights" labelled People Demands and written in colloquial English, the students will conduct a survey of at least 10 people as to their acceptability or unacceptability of these "People Demands" and then correlate the findings into a written report of at least 250 words. **THE SENSORY - PSYCHOMOTOR DOMAIN** Given a discussion of world gov'ts the student will draw a map locating the major powers of the world and by means of color coding, signify the governmental form used in each case. Given the explicit descriptions in a utopian work such as Teg's 1994 or Walden II, the student will draw a map locating items of major significance or construct a 3 dimensional mock-up of the place described. Given proper research, the student will duplicate in chart form the family tree of the Royal Family of England. Given proper research, the student will produce a chart which traces a piece of legislation through the city, state, or federal gov't. Given proper research, the student will produce a chart which points out the hierarchy of city, state or federal gov't.	as in described in Teg's 1994 and Walden II Draw in chart form the royal geneology of England. Draw a chart which describes the major offices & hierarchy of city, state & federal gov't. Examine a controversial issue such as abortion, euthanasia, etc. & discuss it in terms of individual freedoms & Societal rights. Examine the 1972 election campaign in terms of utopian ideals & discuss the candidates' platforms as utopian or non-utopian. **THE STUDENT WILL:** Participate in a simulation game whose objective is to develop a model city which meets the needs of its citizens. Research & report orally or in a written form on Washington D.C. as a planned city. Read at least two (2) utopian novels while engaged in this unit. Conduct a survey of at least 10 people & write a report on the results concerning the acceptability or non-acceptability of a list of "People Demands" which are in reality the Bill of Rights; a fact not revealed to those interviewed. Interview at least 10 people & compile a list of the things people expect their gov't to provide for them. The governmental level may be city, state or federal.				

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ENGLISH LITERATURE **UNIT TOPIC** A NOVEL AND SEVERAL SHORT STORIES BY JOSEPH CONRAD THAT REVEAL MORE RESPONSIBILITY **GRADE AGE LEVEL** 12 A P **LENGTH OF TIME** 2 Weeks Submitted by Veryl Curtis Proctor High School	1. MAN AND HIS GODS God is there He has the final say - but He does not concern Himself in the affairs of men Man is left to work out his own destiny The Work Ethic is itself a decent respectable god. You stay with the ship as long as you can The reward of it all is rest. 2. MAN AND HIS ASPIRATIONS AND FEARS There is solidarity (commonalty) in man s aspirations and fears also "in dreams, in joys, in sorrow, in illusions, in hope." 3. MAN AND HIS INTIMATES "Haven't we together and upon the immortal sea, wrung out a meaning from our sinful lives?" "Greater love hath no man than this, that a man lay down his life for his friends." "There's no worse enemy and no better friend than a brother, for one brother knows another, and in perfect knowledge is strength for good or evil." 4. MAN IN CONFLICT Man is in conflict, on the open sea, with himself, with his shipmates. --those that don't pull their weight (with those who do, the conflict is akin to his conflict with himself in the tight--knit solidarity of a ship's company)--and with the elements. To look into the abyss requires great courage and fortitude.	AFFECTIVE Given The Children of the Sea, the student will argue that the attributes found in Captain Allistoun make him or do not make him the "god" of the world of the Narcissus COGNITIVE Given The Children of the Sea, and the Preface, the student will perceive "Haven't we together and upon the immortal sea wrung out a meaning from our sinful lives?" AFFECTIVE Given The Children of the Sea, chapters one and two, the student will question whether man's certitude can be preserved in the face of fear. COGNITIVE - Given the Preface to The Children of the Sea and The Secret Sharer, the student will perceive the commonalty in man's aspirations and fears, dreams, sorrows, hopes. PSYCHOMOTOR Given The Children of the Sea, Chapter 3, each student will draw a sailing vessel and label the standard parts AFFECTIVE - Given The Children of the Sea, Chapter 3, and The Lagoon, the student will compare the circumstances of the crew's risking their lives (already jeopardized) to rescue James Wait with Arsat's abandoning his brother to die COGNITIVE - Given The Secret Sharer, the student will perceive that, in helping another, with no thought of reward, man sometimes helps himself. COGNITIVE - Given The Children of the Sea, Chapters 3 and 4, each student will identify the figurative language the author uses in his description of the storm COGNITIVE - Given The Children of the Sea, and The Secret Sharer, the student will compare the inevitability of conflict in differing situations where you have the same kinds of persons (Donkin and the man Leggatt killed).	The class will be assigned to read chapters 1 and 2 of The Children of the Sea, noting that Captain Allistoun is not even on deck when the crew is mustered. Thereafter he "pervades the poop," at night rising "out of the darkness of the companion, such as a phantom above a grave watchful and mute under the stars." (Reasoning Skill Sees implications, inferences and possibilities.) Evaluation Tool Essay of about 150 words on how the captain is like god and where the analogy breaks down. The class will be assigned to read the Preface and chapters 1 and 2 of The Children of the Sea, noting in the latter how Wait's entrance into the story suggests the role he is to play during the voyage and how he functions as the crew's alter-ego (Reasoning Skill Identifies cause and effect relationships.) Each student will list the recurrent images suggesting death and list the words Conrad uses for Wait's "bosom companion." (Reasoning Skill: Recognizes regularity, pattern and order.) The class will be assigned to read The Secret Sharer, for another example of alter-ego (Reasoning Skill: Goes beyond obvious consequences.) Evaluation Tool: Essay of about 150 words showing that The Children of the Sea and The Secret Sharer, are more than merely adventure stories The class will be assigned to read Chapter 3 of The Children of the Sea, noting how the storm brings out the best and the worst in the ship's company (reading with greater comprehension having made their sailing boat diagrams.) The class will be assign-	"Conrad conceived the novel as history, psychology, fiction, and poetry cast into one structure and informed by the power of the imagination." - Karl, Frederick, A Reader's Guide to Joseph Conrad A related learning experience is in the area of history. The students will do research for 4 minute reports on the history of sailing vessels. A related learning experience is in the area of geography. Secure pictures of Bombay Harbor and of the Gulf of Siam. Do research on the ports. On a map of the world trace the routes of the home voyages of the Narcissus and of the ship in The Secret Sharer Another related learning esperience is in the judicial area. Suppose Leggatt in The Secret Sharer, is apprehended and has to stand trial. The class will do research on the type of inquiry that would be held on Leggatt Evaluation Tool: Writing the dialogue and dramatizing a courtroom scene A related learning experience is in the area of sailing vessel construction. Having drawn ship diagrams, the class will understand why the cry to cut the masts arose and why the captain said no so firmly (Reasoning Skill: Anticipate consequences.) Evaluation Tool: The value clarification of discussing cutting or not. Another related learning experience is in the area of psychology. What makes man, under some circumstances, risk his life for someone for whom he has no particular love and, under other circumstances, sacrifice his own brother? (Reasoning Skill: Recognizes implications and inferences of complex relationships.) (These learning experiences	VALUE CONFRONTATION What are some other microcosms with their various gods? The Ship of State? ("On the deck its captain lies, fallen cold and dead") A town? A City block? A school? Would Conrad agree with Browning in "Rabbi Ben Ezra?" "All instincts immature, All purposes unsure, That weighed not as his work, yet swelled the man s amount VALUE CLARIFICATION The student will become aware of the effect the constant reminder of death can have on his certitude. Is Jim really dying or shamming? (When he boarded the ship he said, "I belong to the ship. Albeit a disturbing element, he was theirs.) In The Secret Sharer, the student will become aware of the solidarity that knits together the loneliness of hearts. Why does the captain conceal Leggatt? Who is "the secret sharer" of the title, the captain or Leggatt? Is it possible the title refers to both? Students will discuss the alternatives the captain had when Leggatt sought refuge on his ship The students will discuss the alternatives of cutting or not cutting the masts when the ship was lying on her side in the raging seas. The students will contrast the situations in the rescue of Wait and in Arsat's abandonment of his brother Why did the crew begin to listen to Donkin whom they despised? "Our contempt for him was unbounded--and we could not but listen with interest to that consummate artist." Students will discuss the alternatives the crew of the Judea had when the cargo was on fire in the Indian Ocean Students will discuss the	The Nigger of the Narcissus (originally published under the more euphemistic title of The Children of the Sea) by Joseph Conrad Karl, F., A Reader's Guide to Joseph Conrad Study Guide for The Nigger of the Narcissus. The Preface and Chapters 1 and 2 of The Children of the Sea The Secret Sharer Chapter 3 of The Children of the Sea The Lagoon The Secret Sharer The Children of the Sea, chapters 3 and 4 Study Guide for The Children of the Sea The Secret Sharer The Lagoon. Youth Works studied previously in the course in which analogous situations and points of view have been encountered such as Tolstoy's War and Peace and Robert Frost's poetry. Chapter 4 of The Children of the Sea The Lagoon Youth The Secret Sharer. Chapter 5 of The Children of the Sea Review The Lagoon and The Secret Sharer.	Thinking of your school building as a microcosm of the world in a panel discussion show that your world has its Captain Allistoun, its Bakers, its Belfasts, its Archies, its Wamibos, its Podmores, its Singletons, its Charleys, its Waits, its Donkins - all (with the possible exception of the captain) with "instincts immature" and "purposes unsure." Write the dialogue for a courtroom scene with Leggatt (supposing him to be apprehended at some later date) on trial in England for killing a man on board the Sephora (Decide upon the characters and have each student write his part in the dialogue in conjunction with the other characters with whom he would be immediately involved.) Dramatize the result. Question: Why did four of his fellow crewmen risk their lives to rescue James Wait and Arsat not heed his brother's cries for help? Write a composition of approximately 500 words in which you weigh the considerations involved in the respective situations Role-play the situation in the forecastle after the storm, culminating in Donkin's throwing a belaying pin at the captain Include the cook's harassment of Jimmy and the captain's handling of both situations Discuss by means of an outline the effect of your associates on your self-image

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH LITERATURE **UNIT TOPIC** **A NOVEL AND SEVERAL SHORT STORIES BY JOSEPH CONRAD THAT REVEAL MORE RESPONSIBILITY** **GRADE AGE LEVEL** 12 A P **LENGTH OF TIME** 2 Weeks Submitted by: Veryl Curtis Proctor High School	**5. MAN AND HIS SELF IMAGE** Man's self-image is likely to be illusion, but illusions often make life possible. (They dissipate in the face of death or perhaps we exchange those we have lived by for a new set that we can die by.) Youth has illusions peculiar to youth "the feeling that I could last for ever, outlast the sea, the earth, and all men, the deceitful feeling that lures us on to joys, to perils, to love, to vain effort." Your self-image is bolstered by meriting the respect of your associates. **6: MAN AND HIS COMMUNITY** A ship and a ship's company are a microcosm of the world. Actions, sometimes inadvertent, sometimes the result of choices the consequences of which cannot be fully foreseen, alienate man from his community. A life at sea is less ambiguous than a life on land. It is possible, on the sea, to drive life into a corner (as Thoreau went to the woods to do) and reduce it to its lowest terms. **7. MAN IN HIS PHYSICAL ENVIRONMENT** "Both men and ships live in an unstable element." "At sea a man stands alone, pitted against a hostile world, unprotected by organized society, freed from everything but his own conscience. Here a man must display his integrity and heroism." "Life is inspiring, difficult--obscured by mists" Nature is both man's friend and man's enemy--but finally indifferent to him altogether. "A plaintive murmur arose in the night; a murmur	**AFFECTIVE** Given The Lagoon, the students will analyze Arsat's conflict with himself **COGNITIVE** Given The Children of the Sea, chapters 3 and 4, and Youth, and The Lagoon, and The Secret Sharer, the students will compare and contrast the ways man can be in conflict with himself and with others and with the elements **COGNITIVE** - Given the three selections that involve a sailing ship at sea, the students will perceive and list all the struggles that can beset a ship at sea **COGNITIVE** - Given The Children of the Sea, chapter 4, the students will examine the strength of Jim Wait's illusion and differentiate its effect on the respective members of the crew. **COGNITIVE** - Given Youth, the student will list illusions peculiar to youth **AFFECTIVE** - Given The Lagoon, the students will examine Arsat's illusion that he could find a country where death is unknown. **AFFECTIVE** - Given The Secret Sharer, the students will judge the effect of merited respect on one's self-image **COGNITIVE** - Given The Children of the Sea, chapter 5, the student will examine the effect of Jimmy's death on the respective members of the crew. **COGNITIVE** - Given The Lagoon, and The Secret Sharer, the class will compare and contrast Leggatt's and Arsat's isolation from their communities. **COGNITIVE** - Given The Lagoon, the students will compare the White Man's world and the Native milieu (as well as the White Man's view of the native world and the Native view of the white world.) **COGNITIVE** - Given The Children of the Sea, and The Tale, in addition to novels and short stories studied	ed to read The Lagoon and to review The Secret Sharer. (Reasoning Skill: Produces alternative implications, inferences, and possibilities.) The class will be assigned to read chapter 4 (and re-read chapter 3) of The Children of the Sea, with the aid of their study guide. The class will be assigned to read Youth, and to review The Lagoon, and The Secret Sharer. (Reasoning Skill: Produces alternative implications, inferences, and possibilities.) Evaluation Tool: Role playing the situation in the forecastle after the storm. The class will be assigned to re-read chapter 4 of The Children of the Sea. The class will also review The Lagoon, and Youth. The class will review The Secret Sharer, for an example of non-illusory self-image. (Reasoning Skill: Evaluates the appropriateness of implication and inference.) The class will be assigned to read chapter 5 of The Children of the Sea, and review, Youth, The Lagoon, and The Secret Sharer. (Reasoning Skill: Sees implications, inferences, and possibilities.) The class will review, The Children of the Sea, and the three short stories, Youth, The Lagoon, and The Secret Sharer, as well as novels, short stories, and poems studied earlier in the course. (Reasoning Skill: Evaluates the appropriateness of implications and inferences.) The class will read, The Tale, not previously read, noting the symbolism for man's position in his physical universe. (Reasoning Skill: Evaluates the appropriateness of implications and inference.)	and related experiences are designed to be evaluated in the composition.) A related learning experience is in the area of psychology. Difficult situations bring out the best and the worst in people. When one has performed magnificently, one is inclined to want to rest on one's laurels, to savor the pride of accomplishment--but life always requires ever further effort. List the factors that cause the crew to listen to Donkin and to dream "of the time when every lonely ship would travel over a serene sea manned by a wealthy and well fed crew of satisfied skippers." (Reasoning Skill: Recognizes implications and inferences of complex relationships.) (These learning experiences and related learning experiences are designated to be evaluated in the role playing of the situation in the forecastle after the storm.) A related learning experience is in the field of psychology. In respect to self-image, we are all the dupes of illusion to a certain extent. Some one in the class will remember having read Oliver Wendell Holmes's The Autocrat at the Breakfast Table, and will recall the passage in which the autocrat observes that when two people confront one another, there are really six people present: the person you think you are, the person he thinks you are, the person God knows you are, the person he thinks he is, the person you think he is, and the person God knows he is. A related learning experience is in the area of sociology. Divide the class into groups for buzz sessions to discuss the problems brought on by isolation from the group. Begin with the specific situations of Leggatt and of	alternatives a person has when he is confronted with ultimate reality. Not all people have the courage "to look into the abyss." Who looks into the abyss in chapter 4 of The Children of the Sea? Who looks into the abyss in The Lagoon? VALUE CONFRONTATION Are illusions good or bad or both? How wide-spread is their effect? Is it the same today as when Marlow was young? Does youth still have strength, faith and imagination? Are these qualities in your self-image? Step 1: Write four alternatives you might have in achieving a self-image that rates high in the possession of these qualities. Step 2: Rate each alternative from 1 to 4 (1 being best and 4 least acceptable) in terms of each of these criteria: (a) Long term security (b) Personal pleasure (c) Chance of success (d) Immediate rewards Step 3: Add up the totals for each alternative and draw a conclusion regarding the best choice. Step 4: Discuss with the class the results of the value decision and re-evaluate your choices if your thinking has been altered. Step 5: Apply the valuing process to other life situations and in evaluating the actions and decisions of others. Step 6: Internalize. (The teacher will know that the valuing process has been internalized when the students reveal in their creative writing--in their sonnets and villanelles, in their short stories or plays--both good and bad illusions in the self-images that people have.) Students will discuss the alternatives Leggatt has once	The Children of the Sea Youth The Lagoon The Tale The Need of Being Versed in Country Things. The Wood Pile One Morning the World Woke Up. There Will Come Soft Rains.	I. Family appraisal: 1-Father's estimate of you 2-Mother's estimate of you 3-Brother's and Sister's estimate of you 4-Grandparents or uncles and aunts' estimate of you II. Peer appraisal III. Society appraisal Imagine a situation in which you become temporarily ostracized from your community. Write a composition portraying your feelings and the steps you would take to reinstate yourself in society. Write a composition of 500 words or more on Conrad's idea of moral education and moral responsibility

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, "AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH LITERATURE UNIT TOPIC A NOVEL AND SEVERAL SHORT STORIES BY JOSEPH CONRAD THAT REVEAL MORE RESPONSIBILITY GRADE AGE LEVEL 12 A P LENGTH OF TIME 2 Weeks Submitted by: Veryl Curtis Proctor High School	saddening and startling as if the great solitudes of surrounding woods had tried to whisper into his ear the wisdom of their immense and lofty indifference." --The Lagoon When all is said and done, man makes little impression upon his physical world.	previously in the course, the class will identify what the sea has in common with Faulkner's Big Bottom and Crane's battlefield, for example. AFFECTIVE - Given The Children of the Sea, and novels short stories, and poetry studied previously in the course, the student will examine the respective authors views of the position of man in his physical environment with a view to answering the question: Is Nature helpful harmful, or indifferent?		Arsat and advance to modern day parallels. Present the findings. (Reasoning Skill: Evaluates the appropriateness of implications and inference.) A related learning experience is in the area of poetry. The class will reread Frost's On the Need of Being Versed in Country Things, and The Wood-Pile, for instances of Nature's indifference to man's struggles. What is the situation in On The Need for Being Versed in Country Things? What is the situation in The Wood-Pile?	he has become an outcast of the islands. Problem: You are Leggatt. You have successfully made it to the shores of a habitable island. Write 4 alternatives you might have in trying to make a life for yourself, rate them in terms of long-term security, immediate rewards, chance of success, effect on career, effect on life--and continue the above steps. VALUE CLARIFICATION: There Will Come Soft Rains. --Sara Teasdale There will come soft rains and the smell of the ground, And swallows circling with their shimmering sound; And frogs in the pools singing at night, And wild plum-trees in tremulous white. Robins will wear their feathery fire, Whistling their whims on a low fence-wire; And not one will know of the war, not one Will care at last when it is done. Not one would mind, neither bird nor tree, If mankind perished utterly: And Spring herself, when she woke at dawn, Would scarcely know that we were gone. Suppose the Narcissus coming to port was the last ship to sail the last sea. Imagine Spring, awakening at dawn on the sea. (Could you tell what season it was on the Sea?) Suppose it to be any season--or a period when there is no more time and the seasons have ceased to exist.) This valuing experience will be tested when the students write their own poems about the sea when no ships sail its surface any longer--poems on the same theme as Sara Teasdale's--Nature's indifference to the presence or absence of man.		

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERINCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
DRAMA **UNIT TOPIC** **THE GROUP THEATRE** **GRADE AGE LEVEL** 10th - 12th **LENGTH OF TIME** 4 Weeks Submitted by: R.G. Barone Utica Free Academy	I MAN IN CONFLICT A. The economic, social, and moral values of a period is best reflected by the artistic endeavors of that period, especially its dramatic arts. B. A study of the Group Theatre will give insight into the climate of the American scene between the World Wars. II MAN AND HIS INTIMATES A highly socialized environment necessary to the development of a high degree of the excellence in The Group Theatre. III MAN AND HIS COMMUNITY A. The Group Theatre was a significant force in the development of social consciousness in the American Theatre during the 1930's. B. The Group Theatre has been a motivating force in the American Theatre from the 1930's to the present.	I AFFECTIVE Given a list of the 23 productions of the Group Theatre the students will be able to identify the playwrights for at least 10 plays. II COGNITIVE A Given a play written for The Group Theatre to be read silently, the students will write a paragraph identifying the plot to 90% degree of accuracy. B Given a play written for the Group Theatre to read, the students will list the social criticisms inherent in the play to 80% degree of accuracy. C Given a biography to read of one of the playwrights who wrote for the Group Theatre, the students will be able to write a paragraph identifying what social factors influenced him in the writing of his plays to 80% degree of accuracy. III PSYCHOMOTOR Given a play written for the Group Theatre to read, the students will construct a model of a set for the play to 90% of accuracy.	I In class the students will develop a fact sheet for at least 5 plays each fact sheet will include A. Title B. Playwright C. List of major characters D. List of actors portraying roles E Date of presentation F. Theatre where play was produced G Number of performances H List of papers reviewing the production II. The students will prepare an oral presentation of 10 minutes which will include A. Title B. Playwright C Antagonist D Protagonist E. Plot F Social Theme G Critical Reaction III The students will construct a model of a set from a scene from a play written for the Group Theatre, and in a 10 minute oral presentation include: A Style of presentation B What social theme is explicit in the design C What the producer's approach to the play would be IV The students will hold a group discussion considering the economic, social, political and ethnic forces at work in America during the 1930's. V. The students will prepare an audit of the finances of The Group Theatre during the period of its activity from 1930-1941. VI The students will design and construct posters advertising the plays of the Group Theatre. VII The students will prepare a list of protest songs which were written during the 1930's. VIII Students will print programs based on original designs for The Group Theatre productions. IX. Students will research the weather for the opening night performances of the plays of The Group Theatre, to determine if weather conditions affect the public's desire for entertainment.	Social Studies See No. IV Math See No. V Art See No. VI Music See No. VII Vocational See No. VIII Science See No. IX	Value Clarification Does the desire for social change help or hinder the success of an artist? Six steps in valuing process I. Recognizing the need for choice. The student will express his feelings with regard to a description of some social condition Eg. In Waiting for Lefty, Clifford Odets advocates a tapi strike. Does a playwright who views a situation which he believes is morally wrong have a right to use immoral means on the stage to attempt to change the situation? II. Identification of Alternatives Each student will offer alternatives by oral discussion. Alternatives might be A. The playwright should go into politics in order to change social conditions J.E. Authur Miller B. The playwright should advocate violence in order to change social conditions C The playwright should mind his own business and just write to entertain his audience. III. Consequences of Alternatives. Each student will state consequences of item (C) of above in a written evaluation. The evaluation shall include: (A) Description of initial position - the playwright should mind his own business and just write to entertain his audiences. (B) Reason why initial position might continue if not examined (1) Neil Simon is the most successful working playwright today. His prime motive is entertainment. (2) During the "agit prop" period of the 1930's the "entertainment" playwright, i.e. Moss Hart and George Kaufman were more popular than "agit prop" playwrights like Lawson and Odets (C) Reason for examining (A) As John Howard Lawson said, "Any theatre that does not respond to the social conditions of a civilization, is not a living theatre" (D) Suggested alternative to (A) - Use the stage not as a platform for the playwright's ideas, but rather as a forum from which social problems are presented and audiences can select alternatives (E) The likely effects of adopting and acting on (D) - (1) The playwright might still be held responsible for actions taken by audiences after viewing a performance. (2) Unless definite action is proposed, perhaps no action would be taken by audiences. IV. Free choice among alternatives - The student will indicate orally his choice of the alternative which he prefers. The student should indicate the basis of his comparisons and the reasons for his final decision V. Internalization Based on the alternative that you selected would you attend a performance of a play that contained obscene language and graphic nude scenes. In a written paper discuss your reasons for attending based on the belief that the language and content was necessary in order for the playwright to make his statement criticizing the social beliefs that he is attacking. VI. Re-evaluation - The student "demonstrates" his ability to use data by indicating recognition or by suggesting that he wishes to make other choices. - Use the same technique in observing and responding to the statement. Is the love of the theatre the only essential element in the success of an actor or director? The valuing experience will be evaluated by the student's attendance at a performance of a play which contains controvercial material	I BOOKS A. The Fervent Years by Harold Clurman B. The Living Stage by Magowan and Melvits C. The Length and Depth of Acting Duerr II PLAYS A. Waiting for Lefty - Clifford Odets B. Golden Boy Clifford Odets C. Paradise Lost Clifford Odets D. Gentlewoman John Howard Lawson E. Success Story -John Howard Lawson F. Man in White - Sidney Kingsley G My Hearts in the Highlands William Saroyan H. The House of Connelly Paul Green I. Night Over Taos Maxwell Anderson J. Awake and Sing Clifford Odets K. Yellowjack - Sidney Howard L. The Pure in Heart John Howard Lawson M. Golden Eagle Guy Melvyn Levy III. FILMS Golden Boy On the Waterfront IV. T.V. SHOWS Paradise Lost Awake and Sing V. NEWSPAPERS The New York Times 1931 - 1941 VI. RECORDS Waiting for Lefty	1 Check fact sheet to determine if all elements are included 2. Evaluation of oral presentations using the items listed under II of Learning Experiences as criteria. 3 Evaluate the construction of the model in terms of actual photographs and diagrams of original set designs of the productions check the back pages of the working scripts from "Baker's Plays" "Samual French" 4. Evaluate the affectiveness of group discussions as to the conclusions that they came up with 5 Social Studies evaluations working with the criteria established by the Social Studies teachers - measure the effectiveness of the discussion. Did they come to a conclusion? 6 Math Check audit with math teacher using the tax records from those periods

SUBJECT AREA

DRAMA - MUSIC

UNIT TOPIC

ELEMENTS OF MUSIC THEATRE

GRADE AGE LEVEL

11 - 12

LENGTH OF TIME

Semester

Submitted by:

Patricia Cannon
&
Bonnie Hibbard

Proctor High School

CONCEPTS & GENERALIZATIONS

MAN AS CREATOR,
MAN AT WORK,
MAN AND COMMUNITY

I. A musical is evolution, not creation.

MAN AS CREATOR,
MAN AND HIS ASPIRATIONS

II. Music theatre is a result of man's attempt to synthesize into one artistic expression his creative endeavors in the often-segregated fields of art, dance, music, literature, and drama.

MAN AS CREATOR,
MAN AND HIS COMMUNITY

III. A musical is a reflection of its creator's interpretation and opinion of his times, yet the universal elements of plot, characters, emotional response, etc allow the work to transcend the limitations of its particular time and locale in conveying meaning and entertainment to other times and social environment.

MAN AND HIS SELF-IMAGE, MAN AS CREATOR, MAN AND HIS COMMUNITY, MAN AND HIS INTIMATES

IV. The production of a musical evolves from and is dependent upon the communion of a group of artists rather than from an individual creative process.

MAN AS CREATOR, MAN AND HIS SELF-IMAGE, MAN AND HIS COMMUNITY

V. The effect of a musical is direct,

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

N.B. The authors of this Search project have just completed the direction of a student production of Bye Bye Birdie, at Proctor High School, therefore, many of the objectives, learning experiences, valuing experiences, etc. have been formulated from this particular experience. However, each particular statement could be rewrittenin relation to any musical or group of musicals which a teacher wished to study and/or produce.

I. 1 Each student will develop the skills and/or talents necessary to perform a specific personnel task in the cast and/or crew of a student production of Bye-Bye Birdie (or of the production of selected scenes). Cognitive, Affective, Sensory-Psychomotor.

I. 2- All students will contrast in writing an early rehearsal of Bye-Bye Birdie with the final dress rehearsal. Cognitive, Affective.

I. 3- All students will compare in writing a performance before an audience with another performance given under the same conditions. Cognitive, Affective.

II. 1- Given a script of Bye-Bye Birdie, each student will demonstrate his undersatnding of the functions of cast and crew personnel by formulating a list of required cast and crew members. Cognitive.

II. 2- After the student production of Bye-Bye Birdie (or after viewing the film version) each student will demonstrate his understanding of personnel responsibilities by analyzing in writing the functional contribution of each member of the cast and crew. Cognitive.

III. 1- Each student will compare in writing the author's interpretation of his society with the historical and/or factual reality of the period after researching and compiling data about the period (1950's). Cognitive.

III. 2- Each student will analyze in class discussion the attitudes of the playwright, lyricist, and composer toward

LEARNING EXPERIENCES

I. 1- Under the direction of the teacher(s), all students will perform the tasks necessary for the production of a musical: auditions, casting, reading and discussion of the script and score, dramatic, music, and choreography rehearsals, design and construction of sets, design and fashioning of costumes, formulation of a properties plot and collection of props, lighting design and manipulation of lights, etc.

I. 2- Each student will write a short paper (500 words) contrasting an early rehearsal with the final dress rehearsal centering upon a discussion of aspects (acting, tech, etc.) in which he sees significant change.

I. 3- Each student will write a short paper (500 words) contrasting a specific performance with another specific performance centering upon a discussion of these aspects (acting, tech, audience reaction, etc.) in which he sees a significant difference.

II. 1- Each student will formulate a complete list of cast and crew personnel required for production.

II. 2- After production, each student will write an analysis (500 words) of the functional contributions of each member of the cast and crew.

III. 1- Each student will research the 1950's compiling relevant data which he will compare in writing (500 words) with the image of the 1950's presented by the script of Bye-Bye Birdie.

III. 2- Through an examination in class discussion of standard literary, dramatic, and musical devices (characterization, tone, etc.) all students will interpret the attitudes of the playwright, lyricist and composer toward the society of the 1950's.

III. 3- In class discussion all students will compare and contrast the society portrayed in the script to their own present American teen-age society.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

I 1 Art, phys. ed., shop, home ec
I. 2 English composition
I. 3- English composition
II 2- English composition
III 1 Social studies, English composition, research skills
III. 2 Social studies, English literature
IV. 1- Phys. ed
IV 2- Phys. ed.
IV 3- Phys. ed
IV 4- Art, shop, home ec.
V 1- English literature
VI. 1 A - English

VALUING EXPERIENCES

I 1 Almost every activity associated with the production of a musical (choosing and casting the vehicle, interpreting a character, designing costumes, etc.) is a valuing experience.

I. 2 The recognition and evaluation of change are valuing experiences.

I. 3- The recognition and evaluation of differences from performance to performance are valuing experiences.

III 3 The comparison of a social cultural environment localized within a narrow time period with another social cultural environment is a valuing experience.

III 4- Examples of valuing grid

ALBERT

In spite of his love for Rosie, Albert is reluctant to marry her because of his career, his life style, and his mother's objections. Rosie is pressuring him to marry her. What should he do?
(a) Marry Rosie in spite of the problems
(b) Stall her and hope the affair will last
(c) Break up with her

	A	B	C
Long-term security			
Immediate rewards			
Personal pleasure			
Chance of success			
Effect on carrer			
Effect on life			

ROSIE

Rosie loves Albert and wants to marry him, however, he has avoided marriage for eight years and seems satisfied with their present relationship. What should she do?
(a) Continue the present unsatisfactory relationship.
(b) Give him an ultimatum to marry her.
(c) Break up with him.

RESOURCES & MATERIALS

TEXT: The Stage and the School, Ommanney and Schanker, McGraw Hill 1972

SCRIPTS: Bye Bye Birdie, Tams Witmark Music Publishers

Suggestions for other musicals which might be appropriate and entertaining for high school students.

You're a Good Man, Charlie Brown
Grease
West Side Story
The Roar of the Greasepaint, The Smell of the Crowd
Hair
Godspell
Oliver

WORKSHOP RESOURCES:

Stagecraft for Non professionals, third edition, F.A. Buerki, University of Wisconsin Press, 1972
50 Great Scenes for Student Actors, Ed. Lewy Olson, Bantam Books 1970
Great Scenes from the World Theatre, Ed. James L. Steffensen Jr., Avon Books, 1965.
Great Scenes from the World Theatre, Volume II, Ed. James L. Steffensen, Jr. Avon Books, 1972.
Theatre Backstage from A to Z

OUTSIDING READING:

The Empty Space, Peter Brook, Avon Books, 1964

FILMS, RECORDINGS:

For many musicals that might be selected for classroom study and/or production, film versions and recordings are readily available and will provide a lively and challenging supplement to the script.

AREA PRODUCTIONS:

Many area theatre groups present a variety of productions each year, both musical and non musical. Teachers should be familiar with each group's season, so that students might attend any productions that seem appropriate.

EVALUATION

1 - Evaluation of dramatic presentations by teacher (objectives I-1, IV-1, IV-2, IV-3, IV-4, IV-5, IV-6, VI-1)

2 - Evaluation of dramatic presentations by the class (I-1, I-2, I-3, II-2, IV-6, V-1)

3 - Teacher observation (I-1, IV-1, IV-2, IV-3, IV-4, IV-5, VI-1)

4. - Evaluation by teacher of student's oral participation in discussion (III-2, III-3, IV-6, V-1, VI-1)

5 - Evaluation by teacher of student's original work:
(a) Creative (see 1, 3 above)
(b) Expository
1-Essay (I-2, I-3, II-2, III-1)
2 Diagrammatic (II-1, III-4, VI-1)

6. - Tests prepared by teacher (II-1, VI-1).

CONTINUED

SUBJECT AREA

DRAMA - MUSIC

UNIT TOPIC

ELEMENTS OF MUSIC THEATRE

GRADE AGE LEVEL

11 - 12

LENGTH OF TIME

Semester

Submitted by

Patricia Cannon
&
Bonnie Hibbard

Proctor High School

CONCEPTS & GENERALIZATIONS

immediate, and precise because of certain integral structural factors such as the variety of art forms utilized, the simplicity of plot, the common man character and situations, the definite and uncomplicated emotional responses, etc.

MAN AT WORK, MAN AND HIS SELF-IMAGE

VI. The production of a musical depends not merely upon the talents of the performing and creative artists, but also upon the skills of the technicians.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

the society of the 1950's. Cognitive, Affective.

III 3. In class discussion, all students will compare and contrast the society portrayed in the script with their own personal experience in the 1970's. Cognitive, Affective

III 4. Each student will demonstrate his ability to identify with the characters and their conflict situations by constructing a valuing grid for one of the characters, the grid will identify and weigh alternatives. Affective.

Recognizes problems and solutions
Produces solutions, evaluates

IV 1. All students will develop individual and ensemble acting skills and techniques through participation in workshop activities under the direction of the teacher. Affective, Sensory-Psychomotor

IV 2. All students will develop individual and ensemble musical skills and techniques through participation in music workshop activities under the direction of the teacher. Cognitive, Sensory-Psychomotor

IV 3. All students will develop individual and ensemble dance skills and techniques through participation in dance workshop activities under the direction of the teacher. Sensory-Psychomotor

IV 4. Each student will select a tech area in which he will develop the particular skills and techniques which will enable him to create the necessary effects consonant with the total concept of the production. Cognitive, Affective, Sensory-Psychomotor

IV 5. Each student will be able to analyze the component areas of artistic and technical responsibility for a theatrical production and will be able to actively synthesize these areas into a dramatic and musical unity. Cognitive, Affective.

IV. 6. After the student production of Bye-Bye Birdie (or after viewing the film version), all students will critically evaluate in discussion the total production. Affective.

V. 1. In discussion all students will evaluate Bye-Bye Birdie in terms of communication with and entertainment of the audience. Cognitive, Affective.

VI. 1. Each student will develop the minimum technical skills necessary to enable him to serve as a crew member in any tech area (lighting, makeup, sound, etc.). Cognitive, Sensory-Psychomotor.

LEARNING EXPERIENCES

III. 4. Each student will construct a valuing grid for one of the characters in Bye Bye Birdie.

IV. 1. Students will participate in theatre workshop activities, such as theatre games, mimic, improvisations, etc.

IV. 2. Students will participate in music workshop activities, such as breathing exercises, physical warm ups, synchronization of chest, middle, and head voices, instrumental and tuning warm-ups, etc.

IV. 3. Students will participate in dance workshop activities, such as breathing exercises, limbering exercises, patterns of movement, etc.

VISUALIZATION SKILLS

IV. 4. Each student will select a tech area for Bye-Bye Birdie, and will plot the designs for that area (e.g. costuming, set design, sound effects, etc.)

IV. 5. Each student will serve as producer for the performance of a musical or of selected scenes.

IV. 6. In discussion the students will criticize and evaluate the production.

V. 1. In discussion all students will be able to analyze the structural components of Bye-Bye Birdie (plot, characterization, music, sets, lights, costumes, etc.) in terms of audience reaction.

VI. 1 A - All students will define the specialized terms in each tech area of the production.

VI. 1 B - Each student will choose a tech area and prepare in writing a cue sheet for Bye-Bye Birdie in the department selected.

VI. 1 C - All students will evaluate and criticize in discussion the performance of the tech crew in the student production of Bye-Bye Birdie.

VALUING EXPERIENCES

	A	B	C
Long-term security			
Immediate rewards			
Personal pleasure			
Chance of success			
Effect on career			
Effect on life			

IV. 1-3 Workshop activities are initially teacher-directed and imitative, however, as students progress to more sophisticated exercises (improvisation, characterization, interpretation, role-playing, etc.) a valuing process is implicit in almost every activity.

IV. 4 The articulation of the total concept and the particular interpretation of any script, whether formulated by an individual or agreed upon by a group, is the product of a valuing process. the choices and decisions made by the head of any tech area (costume designer, set designer, etc.) to contribute to that concept are value judgments.

IV. 6. The critical evaluation and review of a theatrical production are valuing processes.

V. 1. To interpret audience reaction is a valuing experience.

VI. 1.C - The critical evaluation and review of any aspect of a theatrical production are valuing processes.

RESOURCES & MATERIALS

Broadway Theatre League
Adirondack Playhouse (Hamilton)
Players
Upstagers
Upstate Lyric Theatre
Mt. Carmel Players
Paduan Players
Grace Church
Charlatans (Hamilton-Kirkland)
Utica College
M V C C
High School productions

TEACHER REFERENCE

Improvisation for The Theatre
Viola Spolin,
Northwestern University Press
1963

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH UNIT TOPIC STUDY OF CHARACTERIZATION IN CONRAD'S HEART OF DARKNESS GRADE AGE LEVEL Grade 12 Advanced Placement LENGTH OF TIME 4 Weeks	MAN IN CONFLICT 1 - A man may experience conflict within himself as a result of conflicts within or caused by his physical environment. MAN AND HIS PHYSICAL ENVIRONMENT 2 - The physical environment in which a man finds himself can alter his behavior and/or cause some other kind of behavior to manifest itself.	1. Given a list of Kurtz's accomplishments and a description of his death, each student will write a 1,000-1,500 word paper analyzing how and why Kurtz changed, evaluation of same determined by teacher (Affective) 2. Given a rereading of the beginning of Marlow's story, students will write a 500 1,000 word paper in which they demonstrate (to the satisfaction of the teacher) a understanding of the connection between Ancient Britain and Modern Africa, and therefore among all countries in their primitive states. (Affective) 3. Given a list of vocabulary words from the text, students will learn spelling and meaning to a 90% degree of accuracy, as determined by a vocabulary test at the end of the unit. (Cognitive) 4. Given a specific role assignment, students will participate in a mock trial and will determine (orally- and to the satisfaction of the teacher) who or what (e.g. environment, European society, fault of man, etc.) is responsible for Kurtz's behavior. (Sensory Psychomotor)	1. Each student will write a paper of 1,000 - 1,500 words and will argue some theme (determined by student) concerning why Kurtz changed. (Identifies cause and effect relationships.) 2. Each student will write a paper of 500 - 1,000 words and will show the connection between ancient Britain and Modern Africa. (Makes judgments as to the accuracy and consistency of patterns and rules). 3. Each student will compile his own vocabulary list of words from text, will look up spelling, meaning, and etymology. 4. Each student will be assigned a role and will carefully reread the book to find arguments which support the point of view he is arguing; such points of view will be assigned at the same time the roles are assigned.	1. PSYCHOLOGY Each student will consult a psychology book and read situations dealing with such topics as behavior, under stress, abnormal psychology, etc. 2. HISTORY Each student will select an appropriate historical topic for a list supplied and research that topic. Examples include Roman occupation of Britain; Europeans in Africa; imperialism in Africa; the hunt for Ivory, etc.	VALUE CLARIFICATION 1. Given Kurtz's behavior, students will recognize that he had a need for choices. This will be accomplished in oral discussion of the issue of Kurtz's degeneration. 2. Each student will be asked to list all possible alternatives Kurtz had both before and after the trip to Africa. The class will then discuss these lists and come up with a compilation. 3. In addition to the list of alternative sources of action, each student will list consequences of each alternative. Class discussion of all these will follow, as per step 2. 4. Each student will then choose one alternative and explain (orally) why he feels Kurtz should have chosen it. Students will consider such issues as social pressures, ambition, etc.	Abrans.- A Glossary of Literary Terms Conrad - Heart of Darkness Letters from Joseph Conrad ed.) E. Garnett "A Tale" Eliot - "The Love Song of J. Alfred Prufrock". "The Wasteland" Orwell - A Collection of Essays Shakespeare - Macbeth Films: Lord Jim Macbeth	Specific evaluative devices are listed ✓ under the "objectives" and explained. ✓Column on p. 1.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH **UNIT TOPIC** **SEARCH FOR IDENTITY THROUGH POETRY & MUSIC** **GRADE AGE LEVEL** 12th Grade **LENGTH OF TIME** 3-3½ Weeks Submitted by: Rochelle Margolyes	**MAN AND HIS SELF IMAGE** 1. Man must first learn to understand himself and his ideals in order to be able to understand and relate to his fellow man. 2. Poetry deals with man's different emotions (love, hate, anger, jeolousy, loneliness, happiness, etc.). Man must be able to relate to these on an individual basis through poetry. 3. Man is constantly struggling to find a set of values which helps to attain a meaningful balance between his reason and his emotion. **MAN AND HIS PHYSICAL ENVIRONMENT** 1. The environment has influenced mans poetry. 2. Nature becomes an influence for expansion. Art and environment are related to each other as well as to culture.	**COGNITIVE** 1 Given three ballads dealing with alienation, each student will write which he could set to music. 2. Given five poems to listen to on a record, each student will identify literary techniques such as alliteration, metaphor, and personification. 3. Given five poems expressing alienation, each student will list at least ten words, phrases, or sentences which express the theme loneliness. 4 Given various poems from the past and present, each student will analyze the various literary techniques as well as interpretating the theme of each poem. **SENSORY PSYCHOMOTOR** 1. Given six poems each student will make a collage of clippings from newspapers and magazines which is a visual interpretation of a poem or which illustrates the major theme of the poem(s). 2. Given ten poems dealing with death, each student will shoot a super 8 film montage which will serve as a visual interpretation of the poems. (Note, this objective is also affective). **AFFECTIVE** 1. Given a list of ten metaphors to complete, each student will select five and complete the comparisons with as many different metaphors as possible. (Ex.: A forest is ... A seed is ... A bud is ... A tree is ... A growth is ... 2. Given the poem "Acquainted With The Night", by Frost, and "A Supermarket in California", by Ginsberg, each student will compare the theme(s) and the personalities of both men. 3. Given a modern poet, each student will conduct a class on his poet, using records, dittoes of poetry, biographical data, and class discussion of poems. 4 Given three sonnets expressing love, each student will write an original sonnet or find a contemporary poem, or lyrics from a song dealing with the same theme and write an essay comparing the two in regard to various literary techniques.	The student will write his own ballad and set it to music by either playing it on a guitar, or selecting an instrumental on record, which fits the lyrics and mood of the ballad he has written. The student will listen to records and will list and identify certain literary techniques which they have previously studied. The student will read the assigned poems and will list words and phrases that help to create a certain mood and express a certain theme. The student will write an expository essay analyzing and interpretating five poems read outside the class. (Reasoning skill: recognizes relationships among objects and facts. Evaluation tool: Expository essay of about 300 words depicting literary techniques in poetry.) The student will prepare a collage as use for a visual interpretation for poetry. The student will prepare a film dealing with a specific theme. The student will complete his list for making metaphors and the best metaphors will be read aloud to the class and discussed. The student will write an essay explaining literary techniques and theme(s) in two poems. The student will present a well-organized presentation to the class, dealing with a modern poet. The rest of the class will be able to ask questions after the presentation. The student will write a sonnet or an expository essay after reading the assigned works. The length of the essay may vary, depending upon the choice of the contemporary poem or song.	**MUSIC** Each student will choose a recording that fits a specified mood in one of the ballads they read. A student may set a ballad to music on a musical instrument of his choice. **ART** Works of Breughel, Daumier, Wyeth and DaVinci. Student is to prepare a collage as a visual interpretation of poetry. **PHOTOGRAPHY - ART** Student will prepare a film dealing with a specific theme.	The creation of a poem implies the expression of personal values. The creation of the student's own choice of material is an expression of valuing. The student's choice of material is an expression of valuing. The creation of the student's own metaphors implies the expression of personal and individual values. Value confrontation using "Acquainted with the Night" by Frost, and "A Super market in California", by Ginsberg. I. (a) Question Both of the men in these poems feel a sense of loneliness and alienation. How should these men resolve their personal wants and needs in order to resolve this conflict and overcome their feelings of alienation? (b) Alternatives (Derive from the entire class.) 1 - Maintain that each individual has a right to his own self-happiness. 2 - Give in totally to society's demands and not think of one's own happiness. 3 - Ignore the circumstances and become totally alienated. 4 - Seek a happy compromise. (c) and (d) As above (e) Internalization The student will be required to react in writing, on an exam, to the following statement: In the poems "Acquainted with the Night" and "A Supermarket in California", each man feels a sense of alienation - a modern sickness created by modern technology. Do you agree or disagree with this statement? Why?	**POETRY** Stopping by the Woods on a Snowy Evening - Frost The Love Song - O.J. Alfred Prufrock - T.S. Eliot Caught in the Quiet - McKuen Dover Beach - Arnold Acquainted With the Night - Frost A Supermarket in California - Ginsberg Sonnets - Shakespeare Song - Donne Porphyria's Lover - Browning My Last Duchess - Browning Ah, Are You Digging on My Grave - Hardy Beautiful Losers - Cohen New Poets, New Music - Schmittrath and Mahoney **RECORDS** Songs from a Room - Columbia Records, N.Y. Songs of Leonard Cohen - Columbia Records, N.Y. Today's Poets Their Poems - Their Voices Scholastic Records Tough Poems for Tough People Caedmon Records **ART** Wedding Dance - Breughel Turtledoves - Daumier Christina's World - Wyeth Mona Lisa - DaVinci Self-Made Dittoes (a) Programmed Guide Sheet on poetry and how to read and analyze poetry.	Evaluation of original work by teacher a. Creative 1 Playing an instrument. 2 Selecting a record. b. Objective 1 Test for cognitive learning about literary devices and techniques. Expository 1 Essay 150 words. Evaluation of original work by teacher Creative 1. Poster on art 2 Film expressing the theme of certain poems. 3. Student creates his own metaphors. Test prepared by teacher. An Expository Essay (300 words.)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH **UNIT TOPIC** **LITERATURE - MIRROR AND MOLDER OF MAN** **GRADE/AGE LEVEL** **12 GRADE** **LENGTH OF UNIT** **6-7 WEEKS**	**MAN - HIS SELF IMAGE;** **MAN AS CREATOR, EXPLORER;** **MAN - HIS ASPERATIONS AND FEARS** I. Each man's life is a struggle against loneliness and an exaltation of lone-ness on individuality (the essential isolation of the individual often the well-spring of greatness.	**SENSORY PSYCHOMOTOR** 1. Given three poems celebrating human individuality and three poems expressing loneliness, the learner will design and draw a poster which will illustrate a line or a phrase from one of the poems. (also affective).	The student will design and draw a poster.	Art	The choice of material or basic content is an expression of valuing.	**NOTE:** The resources and materials listed are intended as a bibliography, not as a syllabus; from the suggested materials, the teacher should select as many or as few as he wishes in accordance with his preferences, with the ability and interest of his students and with the availability of materials. The bibliography is presented so that the teacher may design his own syllabus; furthermore, the extensive bibliography would allow a teacher to set up the unit on an independent - study basis.	Evaluation of original work by teacher A. Creative 1. Poster on art work (objective 1) 2. Stories and or poems (objective 6) B. Expository 1. Essay (objectives 4, 7) 2. Valuing grid (objectives 7, 8, 9, 10)
		COGNITIVE 2. Given poems or stories expressing loneliness, the learner will list at least five words, phrases or sentences which express loneliness.	The student will read assigned poems and stories and will list words and phrases as specified in the objective.	Social studies (depending upon content of assigned reading)			
		3. Given poems or stories expressing human individuality, the learner will list at least five words, phrases or sentences which express individuality.	The student will read assigned poems and stories and will list words and phrases as specified in the objective	Social studies (depending upon content of assigned reading)		In all cases, the listings are random and far from exhaustive - they are suggestions and mere beginnings to be added to as well as extracted from.	Tests prepared by teacher A. Objective 1. Test for content of material read (objectives 1-10) 2. Test for cognitive learning about literary devices, techniques, etc. (objectives 2, 3, 4)
	MAN & HIS INTIMATES **MAN & HIS COMMUNITY** II. Man's greatest triumph and his greatest frustration is his attempt to communicate with or to relate to another man.	4. Given a poem or story on loneliness or on lone-ness or on both, the learner will analyze and differentiate among the various literary techniques used in the work in accordance with a list of standard literary devices.	The student will write an expository essay of approximately 500 words although the length of the essay could vary depending upon the literary work under discussion. This experience will follow the reading of assigned works.	Social studies (depending upon content of assigned reading)		**I. PROSE** The Last of the Just - Schwartz - Bart The Red Badge of Courage Crane Self-Reliance Emerson Zorba The Greek Kazantzakis The Sculptor's Funeral Cather Walden Thoreau From the Journals Thoreau Bartleby The Scrvener Melville Nobel Acceptance Speech Faulkner To Build a Fire London The Pearl Steinbeck The Most Dangerous Game Connolly The Odyssey The Myth of Sisyphus from mythology also Camus The Stranger Camus The Old Man and the Sea Hemingway Wind, Sand, and Stars St. Exupery The Glass Menagerie Williams Catcher in the Rye Salinger The Crack-Up Fitzgerald The Great Gatsby Fitzgerald	
	MAN & HIS ASPIRATIONS & FEARS, GODS III. The noblest defiance against the inevitability of death is life. (existentialism)	**AFFECTIVE** 5. Given twelve poems expressing loneliness, the learner will select one poem according to his own taste and recite it from memory before the class, giving reasons for his choice. (also cognitive, sensory-psychomotor)	The student will recite a poem and will articulate reasons for choosing the poem; this will be done for the rest of the class.	Speech Social studies (depending upon content of assigned reading)	The selection of a poem and the articulation of personal reasons for the choice is a valuing experience.		B. Essay questions (200-300 word answers) (objectives 7, 8, others also)
		6. Given at least three poems dealing with loneliness, as examples, the learner will write an original poem or story having the same theme as the example so that others may share his feelings. (also cognitive)	The student will write a poem of at least 14 lines or a story of at least 500 words after reading assigned works.	Creative writing	The creation of a story or a poem implies the expression of personal and individual values. **EXAMPLES OF VALUES CONFRONTATION using ZORBA THE GREEK:** Zorba, demanding emotional response and fellowship, intrudes upon the young man's loneliness and isolation. What should the young man do? A. Join Zorba fully & freely. B. Reject Zorba C. Join Zorba but remain aloof. D. Admit need for companionship but seek out someone less demanding A B C D Long-term security Immediate rewards Personal pleasure Chance of success Effect on career Effect on life		Evaluation of learner's oral participation by teacher (objectives 5, 8)
	MAN & HIS SELF IMAGE IV. Man's most god-like attribute is his conscience against which his human passions contend.	7. Given a short story or a novel dealing with the conflict between the need for relationships and the isolation of the individual, the the learner will identify the alternatives arising from the conflict in writing so that they are clear to a reader. (also cognitive)	The student will write a 500 word expository essay. (The length of the essay could vary depending upon the literary work under discussion). Alternative learning experience: the learner could formulate a valuing grid.	Social studies (depending upon content of assigned reading)			Evaluation of dramatic presentations by teacher (objectives 5, 9, 10)
	MAN & HIS COMMUNITY - INTIMATES V. Man's impossible yet inescapable responsibility is to	8. Given a short story or a novel in which a character chooses between community and individuality (isolation), the learner will judge through discussion and from his own	The learner will participate in a class discussion after reading assigned works.	Speech Social studies (depending upon content of assigned reading)			

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ENGLISH	judge another man.	experience the validity of the character's decision.			The expression of personal opinions and reactions in a class discussion is a valuing experience.	PROSE - (CON'T.) Invisible Man - Ellison One Flew over the Cuckoo's Nest Kesey The Fixer - Malamud The Heart Is a Lonely Hunter - McCullers A Canticle for Leibowitz - Miller	
UNIT TOPIC LITERATURE - MIRROR AND MOLDER OF MAN	MAN & HIS COMMUNITY VI. Appearance and reality are interchangeable concepts, each depending for existence upon an individual's acceptance of their validity and value. (Pragmatism)	9. Given a literary situation involving loneliness, the learner will role-play one of the characters to share his feelings and emotions with the class. (also sensory - psychomotor)	The learner will role-play a situation with other learners for the class after reading an assigned work.	Drama Social studies (depending upon content of assigned reading.	The sharing of feelings and the expression of attitudes and opinions in a role-playing situation is a valuing experience. To assume feelings, attitudes of another person is a valuing experience.	POETRY John Henry - Ballard Poems by Whiteman Success is Counted Sweetest Dickinson Miniver Cheevy - Robinson Death of the Hired Man - Frost Musee des Beaux Arts - Auden Dover Beach - Arnold The Love Song of S. Alfred Prufrock - Eliot Western Wind - Anonymous Casey at the Bat The Road Not Taken - Frost Elegy in a Country Churchyard - Gray The Rime of the Ancient Mariner Coleridge	
GRADE/AGE LEVEL 12th GRADE LENGTH OF UNIT	MAN AS CREATOR VII. Folk culture and formal culture (art) grow out of man's celebration of what pleases him.	10. After a discussion of a poem or story on loneliness or on alienation or on individuality, the learner will share his feelings and perceptions by participating in pantomines or in improvisational skits as outlined by the teacher. (also sensory-psychomotor)	The learner will read an assigned work and after class discussion will participate in mime or in improvisational drama.	Drama (Possibly physical ed., or music if dance or musical accompaniment were involved) (possibly art if skits were to become productions with sets, etc.) Social studies (depending upon content of assigned reading.	Participation in mime and/or improvisational drama is a creative expression of personal values and attitudes.	ART Alone - Linton Ulysses Grant - Von Schmidt Christina's World - Wyeth David - Michaelangelo St. George - Donatelli Amelia Earhart - Fuchs Sisyphus - Titian Night Hawks - Hopper Miss Van Buren - Eakins Self Portrait - VanGogh Melancholy and Mystery of a Street - Chirico Madame Recamier - David Monsieur Bertin - Ingres Corot Sketching - Daumier Mona Lisa - daVinci Woman with a Pearl-Corot Interrupted Reading - Corot Lady With a Fan - Picasso Emile Zola - Manet George Moore - Manet The Bar at the Folies Bergeres Manet Self-Portrait - Degas The Old Guitarist - Picasso Gertrude Stein - Picasso Self-Portrait - Picasso American Gothic - Wood Christina Olsen - Wyeth	
(CONTINUED)	The generalizations formulated above are far from being an exhaustive list - following the general format, dozens more could spring from the unit topic.	NOTE: The ten objectives listed above were written specifically for concept I; using these as models, similar objectives could be formulated for the other concepts					

St. Martin & The Beggar El Greco
The Good Friends Daumier
The Third Class Carriage Daumier
Bellelli Family - Degas
The Tempest - Kokoschka
Dance at Bougival - Renior
Wedding Dance - Breughel
The Prison Choir Daumier
First Class Carriage Daumier
Turtledoves Daumier
The Card Players - Cezanna
Madame Charpentier & Her Daughters Renoir
Two Women Dancing - Toulouse-Lautrec

HOME ECONOMICS

119

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HOME ECONOMICS **UNIT TOPIC** INDIVIDUAL GROWTH THROUGH SKILL DEVELOPMENT **GRADE AGE LEVEL** 7th Grade **LENGTH OF TIME** 4 Weeks Submitted by: Edna B Hughes Seymour School	SELF IMAGE: Personal growth and development includes the learning of specific skills which enhance one's own potentials in becoming an individual by the use of one's own standards and values even tho' there may be similarities of activities MAN AT WORK: Individuals need to be prepared to earn a living, therefore, each student adds to her economic potential by using her skills to produce a marketable item.	SENSORY, PSYCHOMOTOR Given the demonstration, ditto sheet and opportunities for practice, learn to operate the sewing machine and construct a frog bean-bag AFFECTIVE Given the dimensions of fabric required and the pattern for the construction of a frog bean bag, each student will choose the combination of fabrics which pleases her most COGNITIVE Given the mathematical factors involved, each student will identify the convex and concave curves on the frog COGNITIVE Given the unit prices of material involved and an estimate of construction time and rate per hour, calculate the cost of making a bean-bag frog, and the selling price in a competitive market AFFECTIVE Given the standards of construction, included on a marketable item, each student will evaluate her own construction from the standpoint of someone buying it for a gift.	PASS A PRACTICAL TEST ON THE FOLLOWING Close and open a sewing machine properly After learning to thread the machine and wind the bobbin correctly, stitch a 5/8" and 3/8" seam allowance on a piece of muslin 3" x 5" and submit for grading On a written test, identify the numbered parts of a sewing machine and briefly explain their function. Each student will give a reason for her selection of color and fabric After stitching 3/8" seam allowance around the frog each student will clip the concave curves Several students will find out the selling price of bean-bag frogs in several gift shops. Each student will calculate the cost of her own frog including time and material involved Each student will evaluate his own product and set a selling price, then calculate the amount of profit she will make.	SOCIAL STUDIES: Research the history and social significance of the sewing machine INDUSTRIAL ARTS: Understand the operation of gears and pulleys on a sewing machine ART: Use of color and texture in design and their psychological significance MATH: The importance of addition, subtraction, fractions and other mathematical concepts which enter into the construction of clothing SOCIAL STUDIES: Understand the difference between a wage earner and an independent business man in our capitalistic system MATH: Understand the importance of profit and loss, and how to arrive at it through a mathematical formula	STAGE # 1 QUESTION Clothing is one of the ways one can express one's individuality. How can you get the clothing you need? STAGE # 2 - ALTERNATIVES 1 Buying them ready made 2 Have someone else make them for you 3 Learn enough about sewing to make the simple things 4 Thoroughly learn the use of the sewing machine and the basic skills so that one can make anything one wants STAGE # 3 - CRITERIA: 1 - Long-term security 2 - Personal pleasure 3 - Chance of success 4 - Effect on parents 5 - Immediate awards STAGE # 4 - INFORMATION: This is useful only when done by students II - STAGE # 1 - QUESTION: If you were going to make something to sell, what would be the most important thing to consider? STAGE # 2 - ALTERNATIVES: 1 - That it is well made. 2 - That it didn't take too long to make. 3 - That the material was attractive, but not too costly 4 - The price of the article was cheap STAGE # 3 - CRITERIA: 1 - Long term security. 2 - Personal pleasure 3 - Chance of success. 4 - Immediate awards III. STAGE # 1 - QUESTION: If measurement is important in making things, how is the best way to get the right measurement? STAGE # 2 - ALTERNATIVES: 1 - Use a pattern that is the right size and follow the directions carefully. 2 - Take a piece of fabric, cut out what you think is about the right size and then fit it. 3 - Use your individuality, make your own design and be happy with the way it comes out. STAGE # 3 - CRITERIA: 1 - Long term security 2 - Personal pleasure 3 - Chance of success. 4 - Immediate awards 5 - Transfer of learning STAGE # 4 - INFORMATION	Singer pamphlet, "How To Care For And Regulate Your Sewing Machine" McCall's pattern # 3000 Barclay & Champion, "Teen Guide to Home Making" p. 260-270 Coats & Clarks "Sewing Book" p. 83 Gift shops	1 - Practical test on sewing machine 2 - Written test on sewing machine 3 - Write a paragraph on how learning to sew can develop one's values and individuality 4 - Draw a rectangle 3" x 5". Draw a line inside the rectangle the following distances from the long sides of the rectangle, using the same side for each: 3/8", 1/2"; 5/8" On the other long side of the rectangle, draw a wavy line. Darken the area between the wavy line and the side of the rectangle. Pretend the wavy line is the stitching line of something you have made. Put an "x" in each concave area then write down what you would do in these areas. 5 - Given all the costs involved in constructing a frog, total them, and add the amount you think would be a fair price for your time and labor. Would you buy this frog at this price? Explain your answer.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	MATERIALS & RESOURCES	EVALUATION
HOME ECONOMICS UNIT TOPIC FOOD & NUTRITION FOR TEENAGERS GRADE/AGE LEVEL 7th GRADE	**SELF IMAGE:** Individual analysis of food habits helps teenagers realize their eating patterns and if and how they should be changed. Foods affect how one looks and acts. For normal growth and maintenance of health, the body needs certain nutrients. A healthy body has nutritional needs which can be met by a diet based on the basic 4 food groups. **MAN AT WORK:** Teenagers have many valuable resources which they can use to help in family meal management. Important parts of nutrition and family meal management are planning, purchasing and storage. **MAN AND HIS INTIMATES:** Many opportunities for the teenager's personal development are provided by sharing in the responsibilities of preparing and serving meals. **MAN AND HIS PHYSICAL ENVIRONMENT:** Attractively set tables help in providing more desire for nutritious and well balanced meals. **MAN AT WORK:** Meal management is speeded by efficient clean up and order in the kitchen.	**AFFECTIVE** Given an objective pretest on eating habits, each student will question and choose the reasons as to selection and preference of foods they eat. **COGNITIVE** Given the factors of good nutrition which attribute to the growth and development of the teenager, each student will be able to list correctly all of them. **AFFECTIVE** Given the 7 essential nutrients and their functions, each student will be able to compare all of these to their diet and be able to judge which of these are lacking. **SENSORY, PSYCHOMOTOR** Given the basic 4 food groups and their contributions, each student will contribute to a bulletin board 3 examples of each food group. (Cut out of magazines or newspapers). Given a list of foods pertaining to the area of study, each student will prepare a menu using all the basic 4 food groups. Given glassware, silver, placemats, and a centerpiece, each student will set the table following the principles of color, design, and suitability. Given a set of rules for the kitchen, each student will keep it neat and orderly through personal cleanliness management of utensils, dishwashing and clean up after preparation of meal. Given a list of basic food terms, each student will be able to demonstrate accurate measurements and abbreviations of equivalents which result in good products. Given an assigned duty in a family, prepare and serve a well balanced meal.	Take Pretest (30 true, false, don't know questions and 5 multiple choice questions). Discuss similarities and differences of students brought out by pretest. See film and introduce the topic by listing the nutrients and discussing them and the foods involved. Discuss the handout which includes this information. A big C is put up on the flannel board with the carbohydrate foods on the C. Students learn which foods are carbohydrates. Have buzz sessions and have students list the important points they found from reading the articles. Then have them relate those ideas to the class. Put pictures on the screen and have the students bring in pictures of activities that carbohydrates and fats would be involved in. See film and discuss how the proteins are useful to body needs. Plan three meals of one day that includes a different protein in each. They should be high quality proteins. Discuss the different meals and put ideal menus on the screen. Introduction to the minerals. Students are to write up questions from the readings to be used later. Flip charts are used which contain certain ideas and some pictures of the foods and diagrams of the different functions of minerals. Sets of three students are given a mineral (faster learners). Then the class is to ask them the questions that they have already done. The class is to guess what minerals the girls are. Introduction to vitamins. See film and then have circle discussion of importance of vitamins. Write a short 100 word paper on "How Vitamins Affect Me". This can be used to determine to what extent vitamin materials must be stressed. Use handout and flannel board presentation to present the material. Flannel board used to present the material. Foods and the function they perform should be included. Vitamin C and Elmer's glue bottle display to show the cementing of cells. See film and then pass out handout. Introduction to the unit by a review of the readings and discussion of the bulletin board. Discuss the milk group by using the overhead projector and various milk products. Also the chart of substitutes of milk. Distribute handouts and discussion.	SOCIAL STUDIES - International with different dishes brought in from home. SCIENCE - Rat study with vitamin deficiency. Build vitamin models. ART - Collage of activities using carbohydrates. SOCIAL STUDIES - Plan 3 meals for colonial dinner. Make costumes and prepare and serve the meal - (music) old songs - sing after meal. SCIENCE - Examine examples of rocks of the different minerals. SCIENCE - Scientific survey on eating habits in the school (all the 7th and 8th graders). SOCIAL STUDIES - Natural foods display - display a variety of natural foods and have students from other classes sample them. MUSIC AND ART - Study other types of table service and choose one - prepare native meals to be served this way - Music - native to the land - Try to construct some native art to decorate the area.	What foods should one eat? Why do I eat what I eat? What nutrients should I get for my body? What foods will I eat from the basic 4 food groups. How will I set the table? How will I work in the kitchen during meal preparation? How will I measure in preparing meals? How will I participate in meal management?	Illinois Teacher - April 1963, Sept., Oct. 1970 Filmstrips - "The Nutrients of Foods." Building Blocks of Foods, Carbohydrates and Fats, National Dairy Council. Cote, p. 72-82. Barclay, p. 50-54 Pollard, p. 5-7 Flannel Board with Carbohydrate foods. Cote, p. 72-82 Pollard, p. 5-7 Opaque projector with tear sheets. Pictures from home. How Hamburgers Turns into You, National Dairy Council. Cote, p. 66-72 Pollard, p. 9-10 Barclay & Champion, p. 50-54 McDermott, p. 265-68 Overhead projections. Cote, p. 82-93 Pollard, p. 10-14 Barclay & Champion, p. 50-54 Vitamins & Minerals - "Essential To Life" "What is New in Home Economics," Feb. 1969. Flip charts. Illinois Teacher, Sept.-Oct. 1970 Cote, p. 94-109 Pollard, p. 14-17 Barclay & Champion, p. 52 Film - "Understanding Vitamins" Encyclopedia Britannica, Inc. Handouts - "Building Blocks of Foods - Vitamin A". National Dairy Council. Display - Illinois Teacher Sept., Oct. 1970. Film - "Vitamin C - Sunshine on the Shelf" - Wurtile Film Pro.- Florida. Handout - Building Blocks of Food - Vitamin C - National Dairy Council. A Guide to Good Eating, National Dairy Council, McDermott, p. 132-135. 3M Overhead projections (food series).	Pretest (30 true-fals don't know question Question students ora ly to put foods whi are high in carbohydrates on the flanne board. (Taken from mixture of all food Write (for homework) an essay (at least 150 words) "How Food Affect Me". Bring in 3 pictures from newspapers or magazines (students would have to know which foods provide the most energy). Plan 3 well balanced meals for one day. Consider tecture and color variety. Make sure high quality proteins are included. Students plan well balanced breakfast, lunch and dinner menus within food guidlines given. In kitchen evaluation sheets - evaluate all aspects of food preparation, serving cleanup an storage as well as personal cleanliness. Final test - 30 multiple choice 10 short answer 3 essays.

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HOME ECONOMICS UNIT TOPIC FOOD & NUTRITION FOR TEENAGERS GRADE/AGE LEVEL 7th GRADE **CONTINUED**		COGNITIVE Given the basic 4 food groups and their members, each student will list 5 members of each group.	Flannel board presentation of meat foods, materials to discuss, their functions in the body. Display of pictures and empty boxes to discuss the vegetable group that are high in vitamin A and C. Then have students bring in pictures of fruits that are high in the same vitamins. Review chart on the body uses of Vitamin A and C and the recommended servings. Flannel board presentation of bread and cereal products and review of the charts for equavalent servings. Plan nutritious meals for two days. The student must include breakfast, lunch, dinner, with variety and no repetition. Fill out checklist as to meals, to see if all food groups are included. Decide what you lack and what you have too much of. This must include ALL you eat, including soda, chips, etc. See film. Develop several questions you have concerning all the material. Be prepared to ask the other students and answer theirs. Flannel board demonstration and discussion of table setting. Distribute handout and discuss. Game on table setting. Each student is given a packet with all items needed to set the table. When this is completed, student will use real table setting equipment to set a table for 4. Tour kitchen units to show students where everything is located. Students fill out a map so they will remember. Answer any questions. Handout sheet on cooking terms and measurement - demonstrate dry liquid measurement plus different dry measurement techniques. Students perform measuring exercises in groups. Handout and discuss evaluating criteria for time students are in the kitchen cooking. Answer any questions. Plan, prepare, and serve meals.			"The Role of Meat in Planning Nutritious Meals" - "What's New in Home Economics." June, 1970, p. 53-56. Pictures of fruits and vegetables and empty cartons. Flannel board. Charts. Foodway to follow and checklist. American Institute of Baking. Film - "Winning Combination", Swift & Company. Sterling for Young Living, Gorham Silver. Silverware dishes, glassware, centerpieces and placemats. Kitchen maps - dittos. Typed up resource Dockets, on measuring and cooking terms. Barclay & Champion, p. 255-256 Carson & Ramee, p. 437-442. Farm Journal - Let's Start to Cook - p.10.1 Cook books available.	

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HOME ECONOMICS **UNIT TOPIC** **CHILD CARE: DEVELOPMENT OF THE 2-6 YEAR OLD CHILD** **GRADE AGE LEVEL** 8th Grade **LENGTH OF TIME** 6 Weeks Submitted by: Harriet Willard	**MAN AND HIS PHYSICAL ENVIRONMENT** Sound child guidance is based upon the recognition of the child's growth and behavior patterns **MAN AND HIS INTIMATES** A child learns through play	**COGNITIVE** Given a class of kindergarten children to observe students should be able to check 5 items out of 20 that they have seen kindergarten children perform This is done to understand the importance of play and the essential elements in volved in children s play **AFFECTIVE** Given a class of kindergarten children to entertain, 2/3 of the class of 8th grade students will express pleasure in relating constructively and appropriately with young children **PSYCHOMOTOR** Given a choice of 2 out of 8 stuffed animals to make, 2/3 of the class of 8th graders are able to make a toy usuable by a 2 3 year old child **PSYCHOMOTOR** Out of a class of 12, divide into groups of 4 to work out skits and present them, 2 of the 3 groups should be able to present a simple skit of interest to kindergarten children	1 Observing children in kindergarten 2 Entertaining kindergarten or first grade children with a simple party 3 Making stuffed animals 4 Making puppets and giving skits	**ENGLISH** Language Arts 1 Story telling in kindergarten Show and tell (kindergarten) 2 Social Behavior of kindergarten and first grade children 4 English Language Arts Writing and presentations of skits 5. **MATHEMATICS** Measurement of materials, Measurement of seam lines	Teen agers gain knowledge of themselves by observing and working with children ages 2 6 Do you agree? **ALTERNATIVES** 1 Same observation of children is necessary to supplement reading material 2 Giving puppet skits to a class of children can help the student to study childrens reactions to the material prepared 3 Study of child care is unnecessary Students can learn enough at home with their own brothers and sisters **INTERNALIZATION** Some students will question the need and advisability of observing and working with children 2 6 in a school situation **PREDICTED BEHAVIOR** After being exposed to study and observation of kindergarten children, a large percentage of 8th grade girls will relate their observations to their own behavior and their own handling of young children	1 Observation sheets with items to be looked for and checked when observing children 2 Entertaining A Shari Lewis, Fun For Kids B Origami How to make Things out of Paper C Simple cookie recipes Better Homes & Gardens Cook Book D Ditto sheets for cut out cookies 3 ½ yard of cotton material, Simplicity Patterns #5778 and 5787 for stuffed animals. 4 Muslin (old sheets) and embroidery cotton and puppet patterns 5 Yardstick, tape measure	1 Have students mark observation sheets after observing in kindergarten or first grade 2 Group discussion after party on childrens reactions to party and ways of improving this activity 3 Teacher scores finished product (stuffed animals) 4 (a) Score sheets marked by 3 fellow students evaluating sewing skills (b) Judging skits for content and childrens reaction to skits 5 Teacher scoring of seam allowances and ability to follow simple directions for measuring
HOME ECONOMICS **UNIT TOPIC** **CHILD CARE** **GRADE AGE LEVEL** 8th Grade **LENGTH OF TIME** 2 Weeks Submitted by: Jeannette Morris Roosevelt School	1 **MAN AND HIS ENVIRONMENT** A child learns through books 2 **MAN AND HIS SELF IMAGE** A sense of pride is gained in the knowledge of being able to do something well 3 **MAN AS CREATOR AND EXPLORER** Children learn from creating things 4 **MAN IN CONFLICT** All books are not suitable for the small child	**COGNITIVE** 1 Given different kinds of books, the learner will be able to select suitable childrens stories for the child 2 6 years old. **COGNITIVE** 2 Given the text the learner will be able to list the steps in telling a story **PSYCHOMOTOR** 3 Given an opportunity the learner will be able to apply the steps in telling stories in different ways **AFFECTIVE** 4 Given a childrens book as Little Black Sambo, or the Children on the Farm the students will criticize verbally the actions of the main characters and tell why it would or wouldn t be suitable for children	1 a Visit the library view and read the different kinds of childrens books. 2 a Compile a list of steps one should follow in telling a story b Demonstrate the correct way to use the steps in telling a story c Show a filmstrip story that uses the steps d Practice and read stories in class Choose the best two to be read to the kindergarten students 3 a Demonstrate a flannel board story "Once a Mouse" b Divide into three groups and have each group make a flannel board story c Present the flannel board story to the 1st grade class	1 a. **ENGLISH & SOCIAL STUDIES** Read different kinds of books as picture books, ABC books, fairy tales and science books b Examine books on science Take a nature hike 2 a **LANGUAGE ARTS** Compile a list of steps for telling a story b **MUSIC** After the filmstrip story sing the song with the girls **ART** Choose a book that would be suitable for the first grader Draw and make pieces for the flannel board **MATH** Use measurements in, measuring felt and pieces for the flannel board story **ENGLISH** Use correct English in the open discussion	**QUESTION** All books are good for all ages of children, and it doesn t matter how you read a story Do you agree or disagree? **ALTERNATIVES** 1 Children s books are an important part of the childs environment, because books influence the development of a child 2 Books are an unnecessary part of the childs environment because the child can only look at the pictures and then they should be discarded. 3 Stories about other children are suitable for children from 4 6 years old only **INTERNALIZATION** Some students will question the need and use of books in the development of the child 2 6 years old **PREDICTED BEHAVIOR** A study of children s books will enable the learner to recall his childhood, and help him gain an enjoyment for children's literature, he will also enjoy the growth he observes in the children as he grows physically socially, mentally and emotionally	1 a The girls favorite childrens books when they were small b Library books 2 A Textbooks 1 Adventuring in Home Living 2 Exploring Home and Family Living 3 Guidance of the Young Child B Filmstrip Story Mary Had a Little Lamb C Librarian or resource person if possible 3 a Flannel board story Once A Mouse b Library books suitable for 1st grader c Felt squares in assorted colors d Art supplies	The enthusiasm of the girls as they enjoy the books Each student will demonstrate her knowledge in telling or reading a childrens story 3 Each group will evaluate the flannel board stories as Excellent Good Room for great improvement 4 Write a short 100 word paper on books that are good and bad for children State your rationale

CONTINUED

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HOMEMAKING **UNIT TOPIC** CHILD CARE **GRADE AGE LEVEL** 8th Grade **LENGTH OF TIME** 2 Weeks Submitted by: Alice Dolan Kernan School	MAN AND HIS ENVIRONMENT 1. A child learns through play. MAN IN CONFLICT 2. All toys are not safe for children. MAN AS CREATOR AND EXPLORER 3. Children learn from creating things.	1 Using a catalog, each student will choose 5 toys appropriate for various age levels and verbally state how each teaches the child 2 Given a toy, each student will rate that toy in regards to safety features by listing 3 factors either safe or unsafe 3 Each student will successfully teach a small group of young children to make something using items found in most homes (Example, macaroni picture, sock doll, toothpick design	1 (a) Readings - development of children. (b) Overhead Projector - physical characteristics of children at various ages. (c) View filmstrips with record - "Toys and activities for Children" (d) Discuss handout on toys for children (e) Students bring toys to rate and discuss in class (f) Student make bulletin board on appropriate toys for various age levels 2 (a) Readings on toy safety (b) Bulletin board - news clippings and pictures from papers and magazines on accidents relating to unsafe toys (c) Bulletin board - pamphlets from toy companies showing safe toys (d) Make posters - safe use of toys. (e) Discuss hand out sheet on toy safety (f) Complie check sheet to use in rating toys for safety. (g) Rate toys brought by class using check sheet. 3 (a) Readings - craft activities for children. (b) Bulletin board on display craft activities for children. (c) Each girl teaches craft activity to class. (d) Work with head start or kindergarten, having each girl teach small group a craft activity.	1 (a) Health or Science Readings and discussion on physical development of children. (b) Physical Education permit homemaking classes to observe kindergarten children in the gym 2 (a) Social Studies Study federal laws regulating toy safety. (b) Health First aid care for children who are victims of unsafe toys 3 English. (a) Unit on public speaking. (b) Trip to the library to find books on activities for children. Art (a) Study of possible craft projects. Kindergarten or Headstart (a) Work with homemaking classes to make craft projects.	QUESTION Do you agree that all toys are safe for children? ALTERNATIVES: 1 - If a toy is found on the market, it is safe. 2 - Toys that are safe for one age child are not necessarily safe for another age child. 3 - Children should be taught to handle toys in a safe manner so they will not be hurt INTERNALIZATION: Students realize that toy safety is related to the age of the child and changes with the child. PREDICTED BEHAVIOR: A study of toy safety should bring students to the realization that what is safe for one child may not be safe for another. Hopefully, they will think of this when choosing toys in the future and thus, be better consumers.	1 (a) The Developing Child Teen Guide to Homemaking (b) Transparencies of different age children Poster - Developing Child, Johnson & Johnson (c) Filmstrip with record, "Toys and Activities for Children", J.C. Penny Co. (d) Handout sheet - Appropriate toys for various age children (e) Toys brought in by students and teacher (f) Magazines to find pictures of toys (g) Pamphlets from toy companies. "Playtools Do Shape A Child's World" "The World of Toys" "Project Book" 2. (a) The Developing Child Teen Guide to Homemaking. (b) Magazines and newspapers. (c) Pamphlets from various toy companies showing toys. 3 (a) Adventuring in Homemaking, McCall's Book of Paper, Wood & Paint Craft. McCall's Decorations and Gifts Book Home Play for the Preschool Child. Parents Guide to Children's play and Recreation. First Joiner Crafts. (b) Materials necessary to teach individual projects.	1 (a) Given pictures of toys, students will rate toys individually on rating sheet and then compare with other students rating or with class rating of some toy (b) Given an age, students will use magazines or catalogues to choose 5 toys appropriate for that age level, telling ways each toy teaches the child Give oral report to class upon completion 2. (a) Exam Given a toy each girl will criticize it in regard to safety features by listing 3 factors dealing with safety (Have toy for each girl - set time limit, rotate toys.) 3 (a) Class develop rating sheet to be used as each teaches craft activity to small group. (b) Class criticizes each other as teach group craft activity. (c) Teacher rate each girl as she teaches kindergarten group. (d) Objective test on play, toys, and safety for children

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HOME ECONOMICS **SEWING** **UNIT TOPIC** **CONTEMPORARY FABRICS** **GRADE AGE LEVEL** 8 **LENGTH OF TIME** 2 Weeks Submitted by: Carmel S. Sullivan John F. Hughes School	**MAN AND HIS SELF-IMAGE** Young adults value "keeping up" with whatever is new. **ASPIRATIONS AND FEARS** Everyone likes to feel he has the ability to save money whenever he chooses, those able to sew even more. **MAN IN CONFLICT** These are pitfalls in some of the new fabrics if one is not aware of manufacturer's recommendations. Consumers may rely on the F.D.A. who only recently guarded them with: 1 - Mandatory laundering labels. 2 - Inspection and protection from flammable materials. In spite of these regulations, quality is not totally controlled. **MAN IN HIS PHYSICAL ENVIRONMENT** Fabrics of varying costs do not hold up in connection with: 1 - Laundering. 2 - Normal wear. Lack of directions, and or information, whenever "miracle fibers" are sold, result in poor performance. **MAN AND HIS COMMUNITY** Sewing with new materials keep a wardrobe "high priced looking" at substantial savings to sewer.	COGNITIVE: Subjecting 5 fabrics to varying ranges of heat from the standard household iron 85% of students will be able to determine the tolerance level of fabrics. AFFECTIVE: Observing her creativity with new modern materials, student will judge her success in handling it and how pattern was maximized for that particular material. COGNITIVE: Given her choice of fiber and pattern, student must first determine correct pattern size. PSYCHOMOTOR: Student will be able to demonstrate different techniques in sewing, fitting, laundering and pressing of these fabrics. SENSORY PSYCHOMOTOR: To emphasize texture selected students will be blind folded and asked to identify fabric according to previous knowledge. Students will make choices in texture of fabrics according to: 1 - Seasonal correctness. 2 - Flattering and unflattering for particular figures.	Student will determine by count how many of their clothes at home are made of knits, dacron polyester, as a result of reading labels. Given new equipment (nylon tape, nylon thread mechanical equipment) variety of needles, presser feet, the student will determine best notions for man made fabrics. The instructor will invite a fashion stylist to show and/or demonstrate the adaptability of knit fabrics. Student will divide into teams to create bulletin boards demonstrating: 1 - History of fabrics - Egyptian to Dupont 2 - Methods of laundering - rock beating to wash and wear cycle. 3 - Uses of knits - from the artic to the equator 4 - Styling knits - from the bikini to the bouffant.	FIELD TRIP TO LOCAL FIRM (Duxback) to observe machine construction of fibers. Each student will write 1 page on how grain of fabric is created, what determines width from salvage to salvage, why straight of grain is paramount for correct pattern layout. FIELD TRIP TO NEARBY DEPARTMENT STORE To observe Fashion Show of newest fabrics. SCIENCE: Student will experiment with man made fibers and tolerance to bleaching agents of accelerating strength. SOCIAL STUDIES Student will research newest legislation decreed by F.D.A. in protective labeling. ENGLISH Students will write short essays on findings of previous research, indicating progression of consumer protection under the law. **ALL DAY WORKSHOP** at Cooperstown, New York, at the Farmers Museum, constructing fabric at a loom, relating exact process without use of electric power.	Student chooses alternatives. Student will be asked to make value judgment and clarify whether man made fibers are: 1 - Unnatural and there for are harmful to the skin. 2 - Lack durability. 3 - Each student will defend her answer. CLARIFICATION VALUE: (a) Student will tell of an experience where inappropriate clothes embarrassed them. When faced with the problem of acquiring a new dress for special occasions, student will make decision to purchase, sew, rent or borrow. Student analyzes alternatives in light of consequences. 1-Money enough to make dress. 2-Skill enough to make dress. 3-Time enough to make dress. Student chooses one of the above Internalization - student acts on choice: Makes purchase, cuts out dress (or whatever other process chosen). Reevaluates consequences in light of new experience, (was first choice a good one, does she repeat performance, was first choice correct one?)	NEW TESTS: Guide To Modern Clothing, Sturm, Griesser, Lyle, Roberts Steps In Clothing Skills, Dunn, Bailey, Van Sickle Teen Guide to Home Making, Barclay Champion ARTICLES: Are You Lost in the Fiber Chaos? Wool Education Center Textile Topics, Celanese Info. Center Laundering of Man Made Fibers, Cooperative Ext. Agency LEGISLATURE: Fire Retardants in New Fabrics, What's New in Home Eco. CHARTS: Simplicity, McCalls, Vogue RESOURCE PEOPLE: Mrs. Byron Werges on "Quilting with Acrylics"	OBJECTIVE TEST: 1 - Given a collection of 10 fibers, 90% of the students will be able to identify knits from standard materials. 2 - Student will maintain a progress report noting any and all problems arising from use of new materials. 3 - Student will be ready to defend her choice of fabric with adequate knowledge of its properties for any inquiring student or adult. 4 - Student will be able to make any and all adjustments required as a result of using new fabrics. 5 - Student will evaluate this from her results consequent to using newest development in fabrics. 6 - Teacher and student will evaluate from a check list developed to cover new fabrics as against conventional.

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HOME ECONOMICS **UNIT TOPIC** **FOOD AND NUTRITION** (Special Ed Educable) **GRADE AGE LEVEL** Junior High **LENGTH OF TIME** 4 Weeks Submitted by: Joan Zoeckler Brandegee and Wetmore Schools	**MAN AND HIS SELF IMAGE** Basic nutritional facts are needed by everyone	COGNITIVE: 1 - Given the U.S.D.A. Basic 4 as a guide, each student will be able to identify and choose a nutritionally sound day's menu.	1 PRETEST (a) Check list on what duties each student does at home pertaining to preparation of foods and frequency of said duties (b) Each girl keeps a record of everything that she eats during one 24 hour period 2 Discuss hand out which shows the Basic 4 3 Make a wall-chart listing all the foods that are a part of each of the 4 groups 4 Using magazines, make a bulletin board display of pictures of foods in their proper group. 5 From food cut outs set up cafeteria style, have each student, with a tray, select a nutritious breakfast, lunch, and/or dinner. Discuss selections. 6 - Plan a day's menu and check to make sure the Basic 4 guideline is followed 7 - See Filmstrip on Basic 4. 8 - Play game - "Popping Swap" 9 - Read on Basic 4.	1 SCIENCE (a) Do simple scientific experiemnts i.e., effect of nutrition on mice. 2 - ART (a) Collage of foods making up the Basic 4	1 What determines what foods I eat? (a) Choices: 1- Availability 2 Convenience 3 Cost 4- Family and ethnic preferences 5 Nutritive value 6 Preparation 7 Presonal preferences 8- Season of the year 9- Time 2 Why should I eat nutritionally sound foods? (a) Choices: 1- To be healthy. 2- To look nice 3- To feel well 4 What one eats doesn't matter. 3 - What do I eat? (a) Choices: 1- What is good for me 2- What I want to eat 3- What is prepared for me 4- Anything I can get At the end of the unit the students would be asked to list what they eat and why they eat these foods	1 - Basic 4 guide - Dairy Council of Central New York 2 Food Cutouts - (a) Dairy Council of Central New York (b) Cereal Institute 3 - Old magazines such as "Good Housekeeping", "McCall ", etc 4 - "Steps To Home Living" Reiff, pages 58-76 5 - Games (a) Popping Swap (b) Food Bingo (What's New in Home Economics, October 1973)	1 Pretest 2 Teacher-made quizzes 3 Class discussion 4 Students plan a day's menu using the Basic 4 as a guide
	MAN AND HIS PHYSICAL ENVIRONMENT Knowledge of the use and care of kitchen equipment promotes efficient operation in the kitchen.	COGNITIVE 1 - Given a list of kitchen equipment commonly found in homes, each student will identify its name and use	1 Tour of kitchen to show students where the equipment is located. Identify 2 - Game - Each student is picked by teacher to locate different equipment in the kitchen. 3 - Demonstration of the use of kitchen equipment i.e. - for wet and dry ingredients, cooking on stove, etc. 4 - Demonstration of common measurements in the kitchen. Students practice measuring flour, sugar, milk, shortening, etc	1 - SCIENCE (a) Electrical hazards in the kitchen. 2 - INDUSTRIAL ARTS (a) Sharpening knives. (b) Simple storage units.		1 - Textbook - "Teen Guide To Homemaking" - Barclay etc pages 394-397 2 - Game - Find the Location of Equipment Found in the Kitchen 3 - Filmstrip on kitchen equipment	1. Game - Location of equipment 2 Use of kitchen in class.
		SENSORY - PSYCHOMOTOR 1 - Given a set of safety rules for the kitchen, each student will demonstrate the proper care of common kitchen equipment.	1 - Demonstration by teacher and/or students of the proper use of equipment such as electrical appliances, knives, stove, etc 2 - Draw simple signs of safety rules in the kitchen.			1 - Textbook - "Teen Guide to Homemaking" Barclay, etc. pages 164-165; 404-405 2 - National Safety Council Posters	1 Posters on safety 2 Practice of safety rules in the classroom
	MAN AND HIS WORK Careful money management practices should be followed when purchasing food.	COGNITIVE: 1 - Given the current prices of some common foods, each student will determine (write) the cost of the foods prepared in class. Implicated Reasoning 1 - Cost of the same food may vary between a large supermarket and a neighborhood market. 2 - The cost of foods in the stores determines the availability of foods in the home. 3 - Food purchases reflect ones budgetary allotments. 4 - As a human being one must eat every day. 5 - An awareness of factors determining food purchases must be learned so each student can obtain the best for his money.	1 - From pieces found in local newspapers, determine the cost of foods from a teacher - prepared handout sheet. 2 - Prepare a frozen packaged (mix), and a homemade food (such as brownies). Compare cost of each. 3 - Make a wall chart of prices of food used in class - update daily. 4 - Using teacher-made hand outs, determine the cost of each food prepared in class. 5 - Visit local supermarket and/or neighborhood store.	1 - MATH! (a) Solving problems, i.e., doubling or halving a recipe. (b) Figuring cost of food. 2 - CONSUMER EDUCATION (a) Budgeting food money.		1 - Food advertisements - Local papers 2 - Films - i.e., Food Buymanship - Kraft Foods. 3 - Teacher-made wall charts. 4 - Local supermarket and/or neighborhood stores. 5 - County Consumer Advocate (Mrs. Gallager)	1. Determine cost comparison of different foods 2. Wall chart of current food costs. 3 Teacher-made cost charts
	MAN AND HIS INTIMATES Teenagers often have the responsibility for planning, and/or serving some or all of the families' meals.	SENSORY, PSYCHOMOTOR Given a recipe, each student will contribute to the planning, preparing, serving, and clean-up, of forementioned food.	1 - Planning a menu: (a) Using teacher-made hand outs. 1- Go over duties of each kitchen job. 2- Set up rotating duty chart. 3- Write out daily plan sheets. 2 - Preparing a meal: (a) Prepare 1 snack food. (b) Prepare 3 breakfast foods. (c) Prepare 5 lunch or dinner foods. (d) Prepare 1 complete meal 3 - Serving a meal: (a) Discussion of bulletin board with table settings. (b) See and discuss filmstrips on table settings. (c) Game - Pick a card containing a meal menu. Set a place setting for the meal 4 - Clean-up of a meal: (a) Demonstration of dishwashing 5 - Make a recipe booklet to contain: (a) Recipes. (b) Teacher hand outs (c) List of cooking terms. (d) Plan sheets.	1 - ART: (a) Art principles used in setting a table. 2 - ENGLISH: (a) Vocabulary words. (b) Oral English topic. 3 - READING: (a) Read recipes. (b) Understanding terms used. 4 - SCIENCE: (a) Natural foods - a field trip on edible foods found growing wild. 5 - SOCIAL STUDIES: A ethnic and historical origin of foods - Prepare some.		1 - Filmstrip - i.e., "Salads and Dressing" - Kraft Foods. 2 - Recipes from home and school. 3 - Teacher-made job charts 4 - Teacher-made or commercial rating sheets. 5 - Personal cleanliness chart. 6 - Textbook - "Teen Guide to Homemaking" "Steps in Home Living". 7 - Commercial illustrative material.	1 Each student will take part in the planning, preparing, serving, and clean-up of certain foods. 2 Teacher-made check list. 3. Student made recipe booklets. 4. Written final exam. 5. Practical exam - a meal with parents and/or teachers for guests.

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HOME ECONOMICS UNIT TOPIC CLOTHING CONSTRUCTION GRADE/AGE LEVEL JUNIOR HIGH LENGTH OF UNIT ABOUT 10 WEEKS	**MAN & HIS ASPIRATIONS** 1. Sewing can satisfy personal needs. 2. Evaluation of a completed garment forms the basis for future improvement. **MAN & HIS INTIMATES** 1. Sewing can develop desirable personality qualities. **MAN & HIS SELF-IMAGE** 1. A sense of pride is gained in the knowledge that one has completed a well made garment. 2. Sewing enables the seamstress to have a varied and unique wardrobe. **MAN & HIS COMMUNITY** 1. Sewing one's own clothes is usually less expensive than buying redi-made garments. **MAN AT PLAY** 1. Good work habits, skill in following directions and using a sequence in construction contribute to satisfaction in sewing. 2. Sewing offers a creative outlet for the seamstress. **MAN AS CREATOR & EXPLORER** 1. Wise selection of project, fabric and equipment assists the individual in achieving proficiency in clothing construction. **MAN AT WORK** 1. Good work habits skill in following	**COGNITIVE** 1. Given a problem in the construction process, each student will seek to find the solution in her pattern guide sheet. (Reading, English.) 2. Given one sewing machine to every two students, each student will be able to share a machine to promote wise use of time and energy. (Psychology) Given a choice of patterns, each student will identify the style that will look best on her figure type. (Art) **AFFECTIVE** 3. Given her finished garment, each student will judge her own workmanship to gain a sense of pride in her own handiwork. (Art, Psychology) 4. Given a choice of patterns, each student will identify her measurements to the correct size. (Mathematics Science) 5. Given the information on the back of the pattern envelope, each student will write the correct amount of yard goods needed to construct a given garment. (Reading, Mathematics, Science) 6. Given a picture of a sewing machine, each student will be able to identify the major parts that are needed to construct a garment. (Reading, Science) 7. Given a group of finished garments, each student will be able to compare the quality of workmanship used to construct the garment. (Art, Psychology) 8. Given a calendar, each student will set up a realistic, tentative schedule to follow through the completion of her garment. (Psychology, English)	1. Discussion of figure types and the most flattering style of clothes for each type 2. Test of different colors against each student's complection. 3. Demonstration of basic alterations of patterns. 4. Demonstration of laying out a pattern. Showing also the proper method of cutting the material 5. Demonstration of marking material. 6. Show movie "Basic Sewing Skills", and discuss the movie, "Basic Sewing Skills" 7. Show movie "The Sewing Machine and Its Parts." 8. Practice at the machines with scraps of material. The students should all know how to thread the machines and wind the bobbins on the different machines in the room. 9. Practice with paper stitching patterns. 10. Construction of the garments. (Each student works at her own pace.) 11. Students set up a sewing schedule for the machine she is to use and share with another student. 12. Students set up goals for the completion of major construction steps. 13. The students solve specific construction problems set forth by the teacher. 14. The students determine their own measurements. 15. The students find the correct size of pattern to fit their measurements. (Teacher must OK pattern.) 16. The students practice determining the amount of material needed for construction of different views of various patterns. 17. The student determines the amount of material needed to construct her garment. 18. The students practice naming the different parts of the sewing machine and telling their function. 19. The students record their measurements on a file card along with the measurements of their pattern and the needed alterations. (One card can be kept at school for reference when	1. and 2. ART Students could study the effects of line and color on the perception of objects. 3. MATHEMATICS Students work with fractions when altering garments. They could study such factors as the addition of ¼ an inch to each of four seams will add a total of one inch to the entire garment. 4. HISTORY The study of the making of fabric will help the students understand such factors as the grain lines of fabrics and their importance. 7. ENGLISH The study of how to carry on a good discussion. 8., 9., 10. and 19. INDUSTRIAL ARTS AND SCIENCE: Learning about the workings and function of machines and machine parts. 11. ENGLISH AND READING: The students must be able to read a pattern instruction guide and understand the sewing terms found in the guide. MATHEMATICS Fractions, addition and subtraction are used throughout the construction process. A basic knowledge of these concepts is needed by the home or school sewer. PHYSICAL EDUCATION: Small muscle coordination is very important in the manipulation of the material through the sewing machine and the cutting out of the material. Certain names and exercises could be incorporated in the Physical Education program to help develop small muscle coordination. 12. and 13. PSYCHOLOGY: Students must learn how to share and plan ahead. 14., 22. and 23. READING: The students must be able to read and understand a pattern instruction guide. 15., 16., 17. and 20. MATHEMATICS AND SCIENCE: The students could study the reading of measuring tapes. They need this knowledge when determining their own measurements. They need to know how to read, add and subtract fractions to determine what alterations are needed. 18. MATHEMATICS AND SCIENCE: The students need to know how to read a simple graph. The back of a pattern envelope could be used in the study of	1. Recognize the need for choice VALUE CONFRONTATION: Discussion on "The type of final demonstration that will best show the garments each student has completed in the 10 weeks of this unit." 2. Identifies alternatives. (a) Have no demonstration at all. (b) Model garments during class with only classmates present. (c) Model garments during class period, inviting in other students. (d) Have a fashion show after school or in the evening, inviting parents, teachers and other students. 3. and 4. Alternatives and choices. 5. Internalization of choices. The manner with which the students prepare and present their final demonstration of their garments will give the answer as to how they have intenalized their choices. Students will work with more enthusiasm to present a fashion show that they feel is worthwhile. 6. Re-evaluation of consequences. A discussion after the final demonstration of their finished garment covering how well they felt it accomplished their goals of a final demonstration. Compare their choice of final demonstrations to the choices that they did not choose.	1. Charts sent out by pattern companies on important construction steps. Examples being: (a) Zippers (b) Collars (c) Cuffs (d) Facings (e) Seam finishes 2. Charts sent out by various pattern companies on measuring and pattern sizes. 3. The instructions found on the zipper packages. 4. Film strip, "How to Apply a Zipper". 5. Movies put out by Singer. (a) The Sewing Machine (b) Basic Sewing Equipment (c) Basic Sewing Skills 6. McCalls Sewing Book. 7. Singer Sewing Book. 8. Fashion show put on in the community or another school that the students could attend. 9. Resource persons; a model or merchandizer from a clothing store. 10. Pattern guide sheets found in each student's pattern. 11. Glossaries in Sewing Books. 12. Hand out from Singer "Know Your Sewing Machine". 13. Paper stitching guides put out by Singer. 14. Transparancies on various sewing steps put out by Vogue and Butterick. 15. Reference text, TEEN GUIDE TO HOME MAKING	1. Completion of a construction problem presented by the teacher. The student must seek the answer in a pattern instruction guide. 2. Each student will keep a record of her daily progress. The teacher will check these logs at least once a week so that she can check to see how accurately the students are filling in the required information 3. Each student will complete a zipper closure following written instructions. 4. Each student will demonstrate to others her finished garment. 5. Each student will be able to identify and write the names of the major sewing machine parts and tell their function. 6. Each student will demonstrate her knowledge of how to thread a machine and wind a bobbin, by completing these tasks. 7. Each student will be able to name and locate the major parts and symbols of a pattern, by completing an objective test. 8. Each student will demonstrate her ability in reading the front and back of a pattern envelope by answering various questions on sizes, buying material, buying notions etc 9. The students will be required to figure out simple alterations given a set of body measurements and measurements given on a pattern. They will then tell how these alterations could be carried out on the pattern before cutting. 10. The students will be required to learn and be able to define vocabulary words that are likely to be found in a pattern guide sheet. 11. Each student is to complete the construction of a garment that she can wear. 12. The students will evaluate their own projects and the projects of other students using a student developed check list.

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HOME ECONOMICS UNIT TOPIC CLOTHING CONSTRUCTION GRADE/AGE LEVEL JUNIOR HIGH LENGTH OF UNIT ABOUT 10 WEEKS *(CONTINUED)*	directions and using a sequence in construction contribute to efficiency in sewing.	9. Given the information on the back of the pattern envelope, each student will list the equipment needed to complete a given sewing project. (Reading, English) SENSORY-PSYCHOMOTOR 1. Given the necessary supplies, equipment and pattern, each student will construct a zipper closure to be used in a garment. (Mathematics, Reading) 2. Given her completed garment, each student will model her project before others. (Physical Education, Psychology, Art, English) 3. Given the necessary supplies, equipment and information, each student will construct a garment to be worn by her. (Mathematics, Reading, Science)	altering the pattern. One card can be used by the student when she is shopping for her material and pattern.) 20. Demonstration of the application of different zipper closures. (a) Lapped (b) Center (c) Invisible 21. The students practice putting in a zipper in squares of scrap material. 22. The students will put a zipper in the garment they are constructing. 23. Each student evaluates her own garment. 24. Each student will evaluate the garments of other students in the class. 25. The students will develop a check list with which to evaluate the finished garments. 26. Vocabulary words will be given throughout the unit so that the student will be familiar with terms found in the pattern instruction guides. 27. The students will plan and present a fashion show to demonstrate their accomplishments of the unit. 28. A guest resource person will tell the students about modeling and presenting fashion shows. 29. The students could attend a fashion show put on in the community or other school. 30. The students will practice modeling before their classmates. 31. The students will write their own commentary to be used while they model their garment. 32. The students will choose persons from their classes to read the commentaries during the fashion show.	fractions. 24., 25. and 26. ENGLISH: The students could study about the use of a check list and how to write a check list to evaluate an object. 27. ENGLISH: Vocabulary words that are found on a pattern instruction guide sheet could be used in both English and Home Economics class to reinforce the learning. 28. and 31. PHYSICAL EDUCATION: The students should have good posture and muscle control so that they will be more at ease when modeling their garment. Exercises could be used in Physical Education class to promote good posture and graceful movements. 32. ENGLISH: The students could write their own commentary to be read while they are modeling their garments. These could be written in cooperation with their English classes. 33. ENGLISH: The students should know the basics of public speaking.			13. The teacher will evaluate the students projects using a student developed check list.

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HOME ECONOMICS **UNIT TOPIC** **FAMILY HEALTH** **COMMUNITY RESOURCES AVAILABLE** **GRADE AGE LEVEL** 10 - 12th Grade **LENGTH OF TIME** **TERM PROJECTS** (not continuous) Submitted by: Marie Dizer Utica Free Academy	**MAN AND HIS COMMUNITY** 1 - There are many opportunities for general and specific health care available in the community. 2 - Students need to be aware of the types of aid available and how to go about obtaining it. 3 - Community agencies are designed to aid and protect individuals and families **MAN AND HIS SELF-IMAGE** 4 - Student becomes more self-assured because of the necessity of telephoning, interviewing and later acting as hostess in the classroom to a representative of a community agency. **MAN IN CONFLICT** 5 - There are certain diseases about which people are uninformed 6 - There are certain diseases about which students are fearful **MAN AND HIS ASPIRATIONS** 7 - There is an innate desire in persons to be healthy and to live as long as possible. 8 - As an individual understands health problems, he is better prepared to work to alleniate them 9 - There is some relationship between income and incidence of health problems **MAN AND HIS INTIMATES** 10 - Students will identify with situations when they can view these as objective rather than emotional 11 - Students will seek health aid from strangers more quickly than from family doctors. 12 - There is a variety of occupations related to family and community health. 13 - An investigation of agencies will reveal opportunities for careers in the health field. **MAN AND HIS SELF-IMAGE** 14 - There are many opportunities to participate in volunteer service to agencies and individuals.	COGNITIVE: 1 - Given a list of community agencies, all students will select one in which he has special interest 2 Given a list of 20 agencies, 90% of the students would be able to relate needs which the agency is attempting to meet 3 Given a list of health problems and a list of community agencies, 50% of the students will be able to match problem with agency, which would provide a solution. 4 - Given case studies of persons with health problems, 50% will recognize and identify the problem. SENSORY PSYCHOMOTOR 5 - Having chosen a specific area of interest, each student will telephone the agency and arrange a personal interview with a representative AFFECTIVE: 6 - Given a list of 8 - 10 diseases, i.e., polio, muscular dystrophy, T.B., cancer, etc 80% would indicate fear if a member of their family were stricken.	1 - Students will choose one agency, make contact by telephone, arrange an interview, get a brief overview of the agency, invite a speaker to meet with the class 2 Students will write up their interview with the agency representative in a report form 3 The student will meet the agency representative and invite him to visit the class on a specified date. 4 The student will meet the representative at the beginning of the class period and introduce him and his topic to the class 5 The student will thank the respresentative for coming and escort him to the building exit at the end of the class period 6 All students will take notes during speakers' visits 7 - Follow - up the visits with notes of thanks written and signed by all students and mailed to the individuals who were guests 8 - Some interested students will follow up these discussions by investigations of job opportunities 9 - It is hoped that some students will participate in volunteer work in some agencies.	Distributive Education English Business All classes interrelate on techniques of telephone calls, arranging for interviews, making introductions, and writing thank you notes SOCIAL STUDIES An awareness of agencies within the community is made more real to the student, development of community cooperation is enhanced HOME ECONOMICS A study of good manners and ease, poise and self-control in all situations ALL AREAS Use of Readers Guide to research current writings in fields related to public health will improve information about subject, utilize and employ library skills and improve reading ability	QUESTIONS: Health crises are more serious if teamed with low income citizens, than if persons can afford any and all medical treatment Do you agree? ALTERNATIVES: 1 - Persons with low income have some relationship with less education. Therefore, some of these people are ignorant of available aid or reluctant to seek out aid even if they knew about it. 2 - People on low income levels are more likely to be lacking in good nutrition. They are, therefore, more disease-prone 3 There is no relationship between serious diseases, as cancer, muscular dystrophy, etc., and income 4 - Many prominent and well-known people such as movie stars die of cancer 5 - People on high incomes who spend a lot for food are not necessarily well nourished. INTERNALIZATION: Students will consider relationship between nutrition and health, nutrition and disease, disease and income. PREDICTED BEHAVIOR: There will be little agreement. One conclusion should be that loss of life from any terminal disease is as serious to one person as to another, without respect to income.	All community agencies listed in telephone book 2 - Agencies recommended by students who have received aid 3 - Agencies in which relatives or friends are employed 4 - Readers Guide: all current articles relating to public health 5 Fleming & Benson: Home Nursing Handbook, chapter 9, pp 230-265 "Family, Community & World Health"	1 - Objective tests based on information given by guests 2 - List & discuss health crises among students or their families and friends. Explore causes and possible solutions 3 - Find case studies which illustrate family health crisis in real life, in fiction, in magazines or newspapers DISCUSS: (a) Which of the crisis could have been avoided and how? (b) Ways to deal with each crisis described (c) The similarities and differences among the situations cited. 4 - Define and identify how health difficulties change at different stages of the life cycle. 5 - Explore ways to deal with these situations: (a) You are living alone, are very sick, do not known what is the matter with you, do not have money to pay a doctor to examine you, and do not know what to do (b) Your mother has a job, you are in school and cannot be absent more and you must have someone to stay with your 4 year old sister who has the mumps.

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HOUSING, FURNISHINGS, EQUIPMENT HOME ECONOMICS 6 **UNIT TOPIC** BEAUTY WITH COLOR **GRADE AGE LEVEL** Grades 10, 11, 12 **LENGTH OF TIME** 3 Weeks Submitted by: Catherine McEvoy Proctor High School	**MAN AND HIS ASPIRATIONS AND ENVIRONMENT** 1. What is beauty? Beauty is a part of everyday living. Individual values and goals are reflected in our interpretation of beauty. Beauty is tangible and intangible. Color is an element of beauty. **MAN AND HIS SELF IMAGE AND ENVIRONMENT** 2. Developing an awareness for color. We live in a world of color. Color has certain basic dimensions which are unchangeable. The impact of color is physical, emotional and psychological. **MAN AT WORK AND PLAY** **MAN AND HIS SELF IMAGE** 3. Living with color. Color is a tool of self expression. Proper use of color can lead to achievement of beauty in home settings. Color influences our everyday living.	AFFECTIVE 1 (a) Given the quotation "Beauty is eternity gazing at itself in a mirror." from Gibran (The Prophet), each student will analyze its meaning in writing to 80% accuracy. (b) Given a beautiful vase, each student will propose reasons it is beautiful to two different people to 100% accuracy. COGNITIVE 2 (a) Given the three primary colors, each student will be able to mix colors to obtain the secondary and intermediary colors to 100% accuracy. (b) Given the twelve basic colors and black, white, and gray, each student will be able to identify the six basic color harmonies to 80% accuracy. PSYCHOMOTOR 3 (a) Given the necessary materials, each student will be able to assemble a color scheme for a specific room to 80% accuracy. (b) Given the necessary materials, each student will design and make a wall hanging which is colorful and attractive to 80% accuracy.	1 (a) Introduce subject, "Beauty" with filmstrips and individual worksheet, "What is Beauty"? J.C. Penney. (b) Using five senses, each student will see, touch, hear, taste, smell "beauty" in a variety of everyday experiences and share these feelings with each other. (c) Each student will bring to class "something" beautiful. Round table discussion will be used and reasons for choices will be explored. (d) Posters, greeting cards, poetry, music will be investigated in search of beauty. 2 (a) Use handout sheet "What Is Your CIQ?" (color intelligence quotient) 10 questions prepared by Educational Dept. of J.C. Penney. Follow this with discussion. (b) Divide class into committees. Research the meaning of color to (a) the poet, (b) the artist, (c) the chemist, (d) the physicist, (e) the lighting engineer, (f) the homemaker. (Reading Skill: Comparison and contrast, influence decision.) (c) View and discuss filmstrip "Color Concepts". J.C. Penney. (d) Explore the basic concepts of color by using water colors, felt board presentation, transparencies, colored paper, fabrics. (e) Clip examples of color harmonies as illustrated in home interiors from discarded magazines. 3. (a) View filmstrip, "Looking for Color". J.C. Penney. (b) Students (in committee groups) will research color choices available in wall coverings, fabrics for draperies, rugs, and other floor materials. (c) Panel discussion of colors used in afternoon television settings. (d) Each student will assemble a color scheme for a specific room using swatches of fabric, rugs, paint, wallpaper, and magazine illustrations. Responsive Skill: Spatial Relations. (e) Use of resource person in interior design. (f) Design and make a colorful wall hanging of felt and burlap.	1 (a) Music - Research modern music with beauty as theme and present "Beauty" as part of concert. (b) English - Write theme on the many faces of "Beauty". 2 (a) Biology - Prepare questionnaire to find people's physical and psychological reactions to various colors. (b) Physics - Experiments, which prove light is the source of color. 3 (a) Art - Use color in several media and compare the effect created by each. (b) Foods - Prepare a colorful meal and a colorless one, determine attractiveness and appeal.	1. Question Is "beauty" intangible? 2. Possible Alternatives (a) Beauty must be seen and touched. (b) Beautiful things are very expensive. (c) Beauty is of the spirit and must be experienced. 3. Choice Choice must be made from one of the alternatives and consequences noted. 4. Criteria Reasons for choice should be written. 5. Internalization Each student should publicly affirm choice. 6. Re-Evaluation After two weeks time, question will be asked again, same process followed and choice will be reaffirmed or changed.	1 (a) Filmstrip and work sheet "What Is Beauty" - J.C. Penney. (b) Objects of beauty, thoughts, cherished possessions, memories, art objects, household items, such as china, fabrics, furniture and nature. (c) Posters - Argus Co. (d) Contemporary recordings. (e) Contemporary greeting cards. 2. (a) "Color Concepts" multimedia kit, filmstrip "Color Concepts", handout sheet "What Is Your CIQ?", transparencies. (b) Morton, Geuther, Guthriem "The Home - Its Furnishings and Equipment" pages 164-179. (c) Craig, Rush "Homes With Character", pages 114-126. (d) Pahlmann "The Pahlmann Book of Interior Design", pages 54-60. (e) Better Homes and Garden Decorating Book. (f) "Forum", J.C. Penney, Spring/Summer 1968. (g) Felt board presentation. (h) Water colors. (i) Home magazines, such as, "House Beautiful", "Better Homes and Gardens", "Good Housekeeping", "American Home". 3 (a) Filmstrip-"Looking for Color", J.C.Penney. (b) Booklet - "Come Catch a Rainbow", P.P.G. Industries, Inc. (c) Store displays. (d) Brochures - rugs, wall coverings, floorings. (e) Drapery fabrics. (f) TV shows. (g) Suggested speakers - Interior Decorator, Homemaker, Artist. (h) Materials - color schemes, wall hangings.	1 (a) Each student will write 100 word composition on topic: "Beauty is priceless." (b) Each student will interview three people, an adolescent, an adult, to determine their feelings and attitudes on beauty. Results will be compiled and students will determine if age and maturation change the meaning of beauty. (c) Using medium of own choice, each student will make a greeting card which is beautiful. Student-prepared rating scale will be used to evaluate. 2 (a) Objective Test - 25 multiple choice. (b) Given magazine illustrations of different color harmonies, each student will identify the harmonies used and write explanation to substantiate choice. 3 (a) Student prepared color schemes will be displayed, evaluated by each student in class with written comment. This will be followed by round table discussion where each scheme is critiqued. (b) Homework assignment following talk by interior decorator. Add color to a room at home, using ideas presented. Photograph the before and after. Use as bulletin board display.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HOME ECONOMICS/ CONSUMER EDUCATION **UNIT TOPIC** **BEAUTY PRODUCTS AND THE CONSUMER** **GRADE/AGE LEVEL** 12th GRADE **LENGTH OF UNIT** 2 WEEKS	**MAN & HIS SELF-IMAGE** 1 - Most Americans place a high value upon personal appearance. **MAN & HIS ASPIRATIONS & FEARS** 2 - The selection of beauty aids and products have a high correlation to the expectation that greater success (personal, career, monetary, etc.) will result because of the products use. **MAN IN CONFLICT** 3 - There are potential hazards in the use of some cosmetics and health devices. 4 - There is a Federal protective agency which attempts to guard consumers against grooming and beauty product hazards 5 - There are some requirements set up by the Federal Food and Drug Administration to safeguard cosmetics; there are areas of concern to consumers which are not covered by FDA regulations. **MAN IN HIS PHYSICAL ENVIRONMENT** 6 - There is much false advertising and unfair practices in the area of cosmetics, weight control, hair restorers and unscrupulous jewlry dealers. 7 - High pressure advertising adds to the desire to acquire these products by all age groups.	COGNITIVE: 1 - When shown 50 photographs or slides of persons of varying age, appearance, race, grooming, and occupations, students will compare and contrast those values illustrated and 50% will agree on five which have an important impact upon society today. 2 - Given a list of ten government agencies, 80% of the students will be able to select the two which are concerned with consumer protection. 3 - Given containers of cosmetics, 90% of the students will be able to list that information contained on the label which is required by the Federal Food and Drug Administration. 4 - Given the terms, 85% of the students will be able to write a clear distinction between a cosmetic and a drug. 5 - When asked to identify hazards in cosmetics and health devices, 80% of the students will be able to orally recite at least three potential hazards. AFFECTIVE: 6 - Given ten TV or magazine advertisements, 100% of the students will identify emotional appeals and judge how their choices of products are determined. 7 - Given a skit to perform containing false information about the results of using a cosmetic product, students will role play the situation and 75% of the class will correctly question the false information given. (Also Sensory-Psychomotor).	1 - Students will make a written inventory of all cosmetics in their home. 2 - Student will make a week's survey of those used: note those items which seem to be seldom or never used. They will try to determine by whom and why they were purchased. 3 - Students will keep track for a week of how much money is spent to maintain appearance and good grooming. 4 - Each student will look up the legal definition of the terms cosmetic and drug. Discuss the meaning of each in class. 5 - Selected students will role play familiar TV ads related to outcome of various beauty aids. 6 - A team of students will interview a store manager to learn how important cosmetic sales are to his business. 7 - A student will research the Federal laws relating to cosmetic ingredients and report findings to class. 8 - A team of students will research historic records to find ways that males (as well as females) have used used to glorify their appearance. 9 - Class teams will make a bulletin board of containers from men's cosmetics and women's cosmetics. 10 - Students will interview their grandmothers to find out what the prevailing attitude was toward cosmetics when she was a teenager.	1 - General Business or Distributive Education class will discuss careers and during job interview discussion will role play a neatly groomed person vs. an unkept person applying for a secretarial position. Class will decide who gets the job. 2 - Consumer Education - Unit on Budgeting will include actual figures of amounts spent for beauty aids in estimated flexible expenses for personal budget. 3 - English class Journalism (or unit thereof) will include discussion of advertising appeals and evaluate effects of all advertising on consumer decision making. 4 - Business Law will investigate local complaints to attorny general's branch office and county consumer advocate to determine if any are related to beauty aids. If so, find what disposition is made in each case. 5 - Library - will display a case of cosmetic containers and prices, should create all-school interest in varying costs and wide choices in the marketplace. 6 - Science classes will pursue analysis of ingredients in common cosmetics and explore cost of each ingredient. Compare with ready prepared. 7 - Health or Social Studies classes will explore FDA regulations regarding listing of ingredients in cosmetics.	Question: All cosmetics should be banned and everyone should return to the natural look (and smell). Do you agree? Alternatives: 1 - Some cosmetics are necessary to make living bearable in a modern, crowded environment. People are malodorous! 2 - Cosmetics are unnecessary. They are dictated by fashion, fads, and advertisers. People are manipulated into thinking cosmetics are essentials. 3 - The cosmetic industry provides jobs for many thousands of people. Unemployment would be undesirable from all production, marketing and sales viewpoints. 4 - Freedom of choice is necessary in a democratic society. People must be free to use whatever products they choose. Internalization: Some students will question the need and advisability of cosmetic use. Predicted Behavior: An in-depth study of the tremendous choices available and the cost involved should result in each student's becoming a smarter consumer of beauty aids. It is impossible to predict how buying habits will be permanently changed as student's needs and values change, their habits will change.	1 - Beauty Products and The Consumer. The State Education Department, Bureau of Secondary Curriculum Development, Albany, New York 12224, 1972. Entire module. 2 - Forum J C Penney Company 1971 "Consumer Behavior What Influences it?" 3 - Seventeen Magazine all issues for current articles and advertising. 4 - Historic Costume Books and Encyclopedia. 5 - Stabile, Toni, "Cosmetics: Trick or Treat?" Hawthorne Books/Publishers, New York 1967. 6 - Food and Drug Administration Fact Sheets. Updated each year. 7 - "Portable Appliances - Their Selection, Use and Care", Sears, Roebuck and Company Consumer Information Services, Association Sterling Films, 512 Burlington Avenue, LaGrange, Illinois 60525, $5. rental. 8 - "The Medicine Show" Consumer Union, Mt. Vernon, N Y 1970. 9 - Federal Trade Commission 26 Federal Plaza, New York, N Y Current weekly reports of activities. 10 - Saggested speakers: (a) School physician (b) Manager of reducing salon (c) Jeweler (CONTINUED)	1 - Use "Consumer Poll" (Curriculum Guide p. 3) to determine attitudes before and after unit. 2 - Students will conduct and tape record a shopper's quiz in the lunchroom or lounge. Ask why each person uses the brand deodorant that he does. What are the major influences on their buying habits: brand loyalty? testimony of friends? price? influence of young people? articles in fashion magazine or newspapers? the appeal of various scents? the packaging of a product? the salesmanship of the clerks? Share the tape with the class. List the reasons given. What relationship is there between price and quality of the article? 3 - Each student will interview three persons under 25 years of age and ask the following questions: (a) How many jobs have you held since you left high school? (b) How many jobs have you applied for and been refused? (c) Was personal appearance ever mentioned in any of the job applications or interviews? (d) Do you think you got your job(s) because of your ability or because of your personal appearance? (e) Does your boss care how you look? Compile results and have students decide if an employer is concerned with the appearance of his employee. 4 - Objective test covering these areas: Federal, State, and local protective agencies, labeling requirements of cosmetics, suggested revisions of labeling laws, terminology of cosmetic and drug, common advertising appeals. 5 - Class members will bring in appliances (i.e. hair dryers, electric shavers, manicure sets, vibrators, facial saunas, electric toothbrushes, oral water jets, etc.) and evaluate their effectiveness. Criteria for judging appliances will change as features on the appliance change, therefore, students will need to currently make up a list of their expectations for each. For example, criteria for a hair dryer might include: drying time, size of appliance, frequency and convenience of use, cost, storage space required, mobility, durability and rating by consumer magazines. See Source # 6. 6 - Two selected students will use closed circuit TV camera to film demonstration of a facial. Show close-up of "before" and "after" image. Value judgements will be made by class members as to effectiveness of facial. Demonstrators will present value judgment on difference in feel of skin, sense of satisfaction and increased self-assurance obtained. A list of products used and estimated time re-

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HOME ECONOMICS/ CONSUMER EDUCATION **UNIT TOPIC** **BEAUTY PRODUCTS AND THE CONSUMER** **GRADE/AGE LEVEL** **12th GRADE** **LENGTH OF UNIT** **2 WEEKS** **(CONTINUED)**	**MAN AT WORK** 8 - Millions of dollars are spent each year on cosmetics and personal care appliances. **MAN AT PLAY** 9 - Males are becoming increasingly large consumers of beauty aids.	**SENSORY PSYCHOMOTOR:** 8 - Given a jar of cold cream, students will be able to chemically analyze the contents. 9 - Given any three "natural" cosmetics (i.e. cucumber slices, lemon juice, eggs, beer, vinegar), selected students will apply these for a defined period of time and 100% will report on their effectiveness. 10 - Given samples of jewelry of all types, students will be able to recognize and to separate inexpensive costume jewelry from better jewelry such as semi-precious and precious stones, gold and silver.	11- The instructor will invite a physician (school if possible) to discuss effects of cosmetics on skin and scalp. 12- The instructor will invite a manager of a reducing salon to talk to class. 13- The instructor will invite a jeweler to discuss selection of diamonds, gold, silver, gems, etc.	8 - Home Economics classes will assemble a display of devices used to cause weight loss. Use charts to show activities necessary to actually burn up excess calories. 9 - Cosmetology will prepare a display of hair styles through the ages. They will also show the history of wigs from ancient Egyptian time to the present (including prices of each wig if possible).			quired would be interesting. 7 - Students will bring in discarded and out-dated costume jewelry and polish, clean and repair it. The cost of each item will be estimated to enable students to understand how much money is spent on short-time purchases. The jewelry will then be presented to a hospital for mentally ill (They are always appreciative!). 8 - Debate Some products contain ingredients that cause allergenic reactions by many. Some results of usage are even more serious. Tribromosalicylanilide (TBS) and hexachlorophene in deodorant toilet soaps, thallium (an ingrediant now considered too dangerous for ordinary use even in rat poison) in depilatories, high-mercury content ointment for skin-bleach creams, and chemicals capable of causing blindness in eyebrow dyes are examples of those products either on the market now or recently. Presently the FDA can remove from interstate commerce only those which are proven falsely labeled, unsafe, adulterated or misbranded. Resolved: Additional powers should be given the FDA to protect the consumer from harm in using cosmetics. Pro: The FDA should test cosmetics before they are placed on the market. Con: Increased government controls cause increased costs to the consumer in order to pay for testing, personnel, etc. It also removes more business and individual rights of free choice. 9 - Panel Discussion: Seven males will research the following examples of male glorification through the use of exotic dress and perfumes: (a) The use of musks by Chinese Mandarins. (b) Emperor Hamurabi of Persia's order for his troops to wash themselves with perfume. (c) Assyrian King Assurbanipal's order to his men to curl their hair and beards with scented oils. (d) The elegant apparel of men in the pre-revolutionary French and English courts. (e) The scented handkerchiefs of the 18th century gentlemen. (f) The hair brillantine and fashions of hair styles in the 1920-1960's. (g) The increase in men's cosmetics in the last 10 years and the variety of available products.

INDUSTRIAL ARTS - VOC. ED.

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146

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INDUSTRIAL ARTS UNIT TOPIC CERAMICS GRADE AGE LEVEL Jr High LENGTH OF TIME Approx 10 Weeks Submitted by: Chambers-Wight	MAN AS EXPLORER AND CREATOR MAN AT WORK AND AT PLAY Safe shops procedures are only proper shop procedures 1 MAN AS EXPLORER & CREATOR The history and development of ceramics has influenced man and his culture. 2 MAN AT WORK AT PLAY IN CONFLICT & HIS SELF IMAGE HIS INTIMATES HIS COMMUNITY HIS ENVIRONMENT, HIS GODS HIS ASPIRATIONS AND FEARS HIS CREATION are all intertwined and inseparable as he expresses himself in the media of ceramics The study of man and his ceramics can be a key to understanding man and his culture 3 A vocational ceramics in Industrial Arts context allows man to explore interest and curiosity within self to come to better know himself Avocational applications precede vocational decisions and may proceed parallel with vocational interests in Man at Work and Play, coming to grips with Self and His Intimates 4 The firing of clay greenware is based on man's experience with heat and fire developed by Man as Explorer and Creator.	3 COGNITIVE Given an examination, each student will correctly define or identify and described use of 35 ceramics related terms tools or procedures to a 65% degree of accuracy PSYCHOMOTOR Each student will demonstrate ability to mix clay wedge mould trim, weigh and measure materials and product to within plus or minus 5% accuracy 4 COGNITIVE Each student will identify spell and explain verbally and in writing the process of kiln firing and the transition from greenware to bisque 5 PSYCHOMOTOR When assigned a ceramics project in the area of slip mould casting firing and glazing each student will demonstrate the ability to correctly and satisfactorily complete the project utilizing some or all of the following Instructor prepared slip clay Slip moulds Cleaning tool Natural and synthetic sponges One firing glaze Glazing brush Firing stilts Firing kiln - load placement and unloading only 6 COGNITIVE PSYCHOMOTOR Given a display of ceramics related moulds and tools each student will be able to identify, explain, and demonstrate the proper application and techniques for use of 65% of the items displayed	1 Reading outline of course prepared by teacher Reading assigned portions of text to absorb basic and historical facts Optional mate listed for self enrichment 2 Views instructor selected film or films Views instructor prepared slide sequence views instructor selected film strips Reads study guide Outside reading from reading list Discusses and becomes aware of making choices and assigning values Becomes aware of alternative values and value attitudes through group oral discussion 3 Instructor demonstrates usual hand tools moulds wedging measuring and techniques involved Clay tools and other materials are furnished student Plan sheet and study guide assist student in preparing wedged clay bar Study sheet defines terms and techniques class discussion re-enforces individual learning activities as assigned by instructor Read and study assigned portions of text 4 Use study guides texts film strips and classroom discussion of firing of ceramic greenware Demonstrate and explain preparation for firing Students prepare clay bar for firing properly placing and supporting in kiln 5. View motion picture on the preparation of ceramic artifacts by means of the slip moulding process. Instructor demonstrates and explains usual procedure and tools used in slip moulding Slip clay, moulds, and tools are supplied students. Following plan sheet, using study guide and instructor guidance, student prepares greenware for firing, loads and unloads kiln, glazes and prepares glazed bisque for firing, evaluating the results in terms of results desired.	1 ART Artifacts of different cultures reflect differing values of those cultures Pottery, figurines and clay tools may be shown as indicating levels of cultural and technological development. 2 ENGLISH The practice of oral skills in expressing one's value attitudes and judgments of other value attitudes SOCIAL STUDIES Following the development of ceramics both technologically and culturally should interest students working with and learning about ceramics ART - Man's artistic expressions reflect his innermost being Ceramics is one means of such expression 3 SCIENCE MATH Weights and measures applied to achieve goals of learning objectives Mixtures concept applied in concrete form rather than abstract 4 SOCIAL SCIENCE Following the development of kiln firing will enable the student to discover, relate and appreciate mans' development socially because of mans technological growth.	1 The student becomes aware of the place of ceramics in expressing the cultural level of Societies and cultures 2 The student becomes aware of the differing ways and values assigned ceramic artifacts by different cultures and societies Overtones of artistic artifacts in Religion Ego hopes, Aspirations conflict war 3 Student awareness of necessity of making choices of tools, materials and techniques in accomplishing objectives and reaching goals 4 The student will be better able to grasp the importance of choice among alternatives in reaching the goal desired In the event of satisfaction re working thru alternatives will offer the likelihood of successful attainment of goals desired 5 The instructor will solicit student response orally or written as to satisfaction with outcomes If dissatisfied, student will present and support alternatives that might lead to satisfaction if adopted	1 Text #1 Ceramics Stone Age to Space Age Lane Mitchell Nate Science Teachers Association 1968 pp 6 19 Text #2 Earth and Fire Samuel R Scholes SUNY Alfred, N Y 1964 pp 1 2 Course of Study Course Outline teacher prepared 2 Teacher prepared slide sequence Teacher prepared lecture outline Teacher prepared study guide Teacher prepared reading list 3 Study and Activity Sheets teacher prepared Dry Powdered Clay Water Wooden mold Knife Wedging Braid Text #3 Activities in Ceramics Seely Thompson McKnight & McKnight 1956 pp 7 12 4 Text #1 pp 30 40 Text #2 pp 31 33 Ceramic kiln Temperature Cones Clay bar greenware 5 Text #3 pp 32 35 Text #2 pp 38 42 Ceramics Materials Utica City School District, standardized list	1. Given a pencil and paper test covering the history of ceramics from earliest times the student will demonstrate cognitive knowledge of 65% of the basic historical and conceptual aspects of ceramics as related to mans cultural and technological development to date 2 Given a discussion guide students will discuss and make value judgments covering the contributions and cultural values assigned by earlier societies to ceramics and ceramic artifacts Students can generally support their conclusions historically and culturally 3 Written paper and pencil test Given 35 ceramics related terms each student will be able to define and explain each to a 65% degree of accuracy Instructor evaluation of preparation of wedged clay bar size shape weight and moisture content Quality of bar after firing 4 Self and instructor evaluation of fired clay bar according to criteria developed via study guide 5. Administration of teacher prepared check list evaluation by student to be submitted with completed project Administration of teacher prepared check list evaluation by teacher 6 Complete assigned project in a workmanlike fashion with an outcome satisfaction to both student and instructor Student, teacher conference to discuss evaluations

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INDUSTRIAL ARTS UNIT TOPIC METAL WORKING GRADE AGE LEVEL Junior High LENGTH OF TIME About 10 Weeks Submitted by: Philip Chiesi Conkling School & P.P. Peters Hughes School	1. MAN AS CREATOR & EXPLORER 2. MAN AT WORK 3. MAN AT PLAY 4. SELF IMAGE 5. MAN IN HIS PHYSICAL ENVIRONMENT 6. MAN AND HIS ASPIRATIONS & FEARS GENERALIZATIONS 1. Layout tools are used to measure & layout designs in metal. 2. Mathematics is used to compute the cost of materials. 3. Safety glasses are used as a protective device for the eyes. 4. Drilling is an essential part of construction in preparing for fastening material. 5. Cutting may be accomplished by using a band saw, saber saw, hack saw, snips, power hack saw, jewelers saw or chisel. 6. Rivets, solder, spot welding, metal screws are methods of fastening. 7. Paint, oil finish, pickling, lacquer, plamishing, peening are methods of obtaining finishes on metal. 8. Ordering material, is an essential part of the metal working industry. 9. Low carbon steel, tool steel, aluminum, copper, brass, expanded metal, galvanized iron, tin plate are a few of the metals used in the metal working industry. 10. The commercial uses and sources of metal should be explored by metal working students. 11. The safe use of hand tool is necessary to develop proper skills and tool identification. 12. Students should be aware of the occupational possibilities within the field of metal working. 13. Metal stakes, panbrake, bar folder and forming rolls, bending jigs, are used in forming metals to a desired shape. 14. Filing is a method of shaping. 15. Forging is a method of shaping hot metals.	1. Given text books, paper, ruler and patterns, the student will select a project, figure cost and make a bill of materials (Cognitive). 2. Given a test sheet on which pre measured set of lines are drawn, the student, using a ruler, will be able to measure the length of each line to within a sixteenth of an inch (Cognitive). 3. Given 25 metal working terms, each student will be able to write and explain each to 85% degree of accuracy (Cognitive). 4. Given a piece of band iron and sheet metal, the student will be able to drill and counter sink holes, using a drill and an electric hand drill. (Cognitive) (Psychomotor) 5. Given various types, shapes and sizes of different metals, the student will select the correct cutting tool needed to cut that particular metal. (Cognitive, Psychomotor) 6. Given various pieces to be fastened, the student will select the method best suited for the task. (Cognitive). 7. Given a list of finishes, the student will choose a finish suitable for his project. (Affective). 8. Each student will be able to compute lineal feet and square feet measurements to 85% degree of accuracy. (Cognitive). 9. Given a list of 8 metals, the student should be able to identify the following to 85% degree of accuracy 10. Given a list of 8 metals, the student should be able to describe their commercial use and their sources. (Cognitive). 11. Given a list of safety rules, the student will be able to identify which ones to observe when using a particular machine. (Cognitive). 12. Given a list of occupational possibilities, the student should seek further information in a area of interest. (Affective). 13. Using the metal stakes, pan brake, bar folder, forming rolls and bending jig the student will make sample shapes on each piece of equipment. (Psychomotor) 14. Given 8 types of files, the student will identify and describe use of each to 85% degree of accuracy. (Cognitive) 15. Given the tempering color for tool steel, the student will be able to choose the correct color for a cold chisel and a screw driver. (Affective)	1. Design & layout a project and make necessary patterns to scale. 2. Compute the cost of a project. 3. Design a safety poster concerning safety glasses. 4. Drill holes in various types of metal. 5. Shop demonstration on the use of various cutting tools. 6. Using textbooks, wall charts and shop demonstrations, the student apply fastening information to his project. 7. Prepare a sample of 6 metal working finishes and identify. 8. Prepare a sample of various metals, identify and give commercial use. 9. Make a list of 15 metal working tools and their use. 10. View film on metal working machines and their uses. 11. Field trip to metal working industry.	ART Design and layout a safety poster referring to: 1. The safe use of the Drill Press. 2. The safe use of the Spot Welder. 3. The safe use of cutting sheet metal. 4. The safe use of the Pan Brake. SPELLING 1. Prepare a list of 50 metal working terms. ENGLISH 1. Write a composition on: 1. Manufacture of steel 2. How aluminum is made 3. How brass is made 4. Types of fasteners. 5. How to become a metal worker. 6. How soldering is done. MATH 1. Compute the cost of band iron. 2. Compute the cost of galvanized iron. SCIENCE 1. Test the strength of tool steel and mild steel 2. Electro plate a piece of steel. 3. Temper a piece of tool steel. SOCIAL STUDIES 1. How was forging done in Colonial days. 2. Research the effects the Union had on the metal working industry. 3. Models pertaining to Colonial period.	1. The student becomes aware of the need for making choices, such as what type of metal will be suited for making a particular project, selecting the proper tool and proper method of fastening. 2. The student will be able to identify alternatives by researching and reporting in writing advantages of such alternatives. 3. The student will be able to defend his choice of alternatives orally or in writing. INTERNALIZATION 1. The teacher will ask the student to respond orally or in writing after completing project, if he is satisfied with the choice he made. 2. If the student is not satisfied, he will present reasons why he should have chosen another alternative, if given the opportunity of re-doing the project.	Texts: 1. Siegner, Vernon C. Art Metals, Goodheart-Willcox 2. Boyd, Gardner T., Metal Working, Goodheart-Willcox. 3. Smith, Robert C., Sheet Metal Work, McKnight & McKnight. 4. Althouse/Turnquist/Bowditch, Modern Welding - Goodheart-Willcox. 5. Feirer & Lindbeck, I.A. Metalwork. 6. Gerbracht/Robinson, Understanding American Industries, McKnight & McKnight. 7. Smith, Robert E., Machining of Metal, McKnight & McKnight. 8. Ludwig, Metal Work, McKnight & McKnight 9. Walker, John R., Modern Metalworking, Goodheart-Willcox. 10. John Miller, General Shop II, Bruce Publishing Co. State Dept. - Metals Technology 11. Film Strips: United States Steel How Steel Is Made 12. Safety Posters - Stanlog Newspaper & Magazines Reports. 13. Earl, Arthur W., Experiments with materials & Products of Industry, McKnight & McKnight 14. Teacher-made working plansheets. 15. Use of overhead projector for overlays. 16. Teacher-made models. 17. Teacher-made patterns.	1. Administer a teacher-made test, evaluating accuracy of measurement to nearest sixteenth of an inch. 2. Have students list 5 safety rules to observe when using any metal-working machine. 3. Have student select and plan a project which is to include drawing, list of materials, cost and procedure. 4. Administer metalworking test, covering teacher demonstrations and related lessons. 5. Have the student evaluate his project on the basis of a teacher-prepared "Project evaluation Sheet".

All text books deal with the subject with the exception of #6, use section #III pp. 44-80
#10, use section # II pp. 60-105
#13, use section #VIII pp. 194-221

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GENERAL SCIENCE & INDUSTRIAL ARTS UNIT TOPIC ELECTRICITY GRADE AGE LEVEL 8th Grade LENGTH OF TIME 8 Weeks Submitted by: Henry Heinlein & Jay Hagenbuch Columbus School	1. MAN IN HIS PHYSICAL ENVIRONMENT A. Energy is defined as the ability to do work. B. Electricity is made of electrons which have negative electrical charges. C. There are two forms of electrical energy static and dynamic. D. Static electricity is defined as a surplus of electrons held by an object. E. Dynamic electricity is defined as electrons in motion for example current electricity. F. Atoms are the building blocks of all substances. G. Atoms are composed of three major smaller particles electrons, protons and neutrons. H. Protons have a positive charge while neutrons are electrically neutral. I. Most atoms are electrically neutral because they have an equal number of protons and electrons. J. Atoms with a net surplus of either protons or electrons are charged either positively or negatively and are called ions. K. Objects with like electrical charges repel each other. L. Objects with unlike electrical charges attract each other. M. Some materials contain atoms whose electrons are loosely held and can be moved to other atoms. Electricity can be caused to flow in these materials and therefore are called conductors. N. Some materials contain atoms whose electrons are tightly held and cannot usually be removed. These materials do not easily conduct electricity and are called insulators. O. There are two kinds of current electricity direct and alternating. P. Direct current always flows in the same direction while alternating current reverses it's flow at the rate of 60 cycles per second. Q. Direct current may be produced by chemical means. R. Cells are chemical producers of direct current electricity containing a positive and negative electrode made of metal and an electrode made of an acid, base of salt	A. The student will be able to state the definition of energy upon request and provide an example in terms of work done over a period of time. B. The student will be able to apply these concepts operationally throughout the laboratory work in explaining objectives. C. The student will be able to list the two forms of electrical energy and give at least one example of each. D. The student will be able to give this definition upon request. E. The student will be able to use this concept operationally in describing the behavior of electrical circuits. F. The student will demonstrate knowledge of this concept by appropriate response to a test item. G. The student will be able to describe the names, changes and positions within the theoretical structure of the atom. H. Same as G. I. Student will be able to utilize this concept in explaining the behavior of static charges during laboratory activities. J. The student will be able to provide this definition of "ion" upon request. K. The student will be able to apply this concept in explaining observed phenomena during laboratory activities (reasoning by inference). L. Same as K. M. The student will be able to identify five materials which conduct electricity and five which insulate. N. Two kinds of materials which conduct electricity and three which insulate will be provided the student who must determine which is which using electric current. O. The student will be able to describe the difference between alternating and direct current and give examples of each. P. Same as O. Q. The student will be able to express the concept that cells and/or batteries produce direct current. R. The student will be able to apply these concepts in answering questions on the laboratory activity sheet and	MOVIE: Basic Electricity, Part I, from Niagara Mohawk Power Corp (F10-1) Lecture and Discussion - Science a. Static electricity b. Electron flow c. The battery d. Pioneers in electricity. e. Units of measurement f. Magnetism Laboratory Activity Sheet: Static Electricity - Science a. Insulating materials b. Attraction and repulsion of like and unlike charges c. Measurement of repulsion. Lecture Demonstration: Van DeGraff Electrostatic Generator. a. Nature of static charge related phenomena. Textbook Assignment: Energy, Its Forms and Changes Pages 301 to 303. Worksheet: Questions concerning chapter One, Pp 5-8 Pathways in Science, Part I-Physics. Lecture: Atomic Structure. a. Current theory regarding the location of electric change and its behavior. IA Shop Activity: Testing Conductors and Insulators. Lecture: a. Conductors and insulators. b. Demonstration on use of volt ohm meter for testing (ability of material tested to conduct current). c. Complete worksheet on results of material tested. MOVIE: Basic Electricity, Part II (F10-2) Niagara Mohawk Power Corp. Class Discussion: a. Direct Current. b. Alternating Current. c. Transformers. d. Experiments and practical applications. Laboratory Activity Sheet: Batteries. Lecture: Theory of Batteries. Class Discussion: Use of Batteries a. History of Batteries. b. Kinds of cells. c. Electrodes & Electrolyte d. Handling Chemicals. e. Cave of Classwear f. Lab Procedure. Industrial Arts Activity: Building Circuit Boards for	I a. MATH Concept work fd Power work time. Tie the use of these functions to industrial arts and Science in the math program. SOCIAL STUDIES Study of James Watt. ENGLISH: To do biographical readings on early men of Science. b. SOCIAL STUDIES: The English concept of polarity and/or duality in our viewing of the world - theology. c. PHYSICAL EDUCATION: Relate concepts of static and dynamic to physical movement. BIOLOGY "Static" and "dynamic" related to energy release and storage in animal bodies. SOCIAL STUDIES: Relate "static" and "dynamic" to economics. d. PSYCHOLOGY SOCIOLOGY. (Effects of charged atmosphere particles upon body and mental functions. INDUSTRY & HOME - Dust and particle accumulators. e. LANGUAGE ARTS: Uses of the term "dynamic" as applied to other fields. f. ENGLISH: Study of Greek history. k. SOCIAL STUDIES: Generalized concept of polarity in terms of human behavior and Eastern religions. D. SOCIAL STUDIES: The general rule of electricity in our society, our dependence on it, life without it, effect on environment. 2 a. SOCIAL STUDIES: The life and times of Volta. ENGLISH: Biography of Volta. d. ART & SOCIAL STUDIES tied together to design a house utilizing water or wind power with storage cells for conserv-	STANDARD OF PERFORMANCE: For demonstration and evaluated objectives all students will be expected to achieve the objective. For objective, teacher made test evaluated objectives, all students will be expected to achieve 70% of the objectives according to test scores. In determining need location and fuel for future electric generating facilities, certain value decisions must be made: 1. Will our technology discover a new and acceptable source of energy to replace fossil fuels before we run out? 2. Based on this, should we conserve what we have? 3. If we try to conserve fossil fuels, what does this mean in terms of changing life style. 4. Should we wait until the legislative makes a law before we change our consumption habits so that others don't get an equal share? 5. Are we willing to make a serious commitment to support that decision? 6. Since individuals and groups are able to influence the government in self serving ways, especially those with money, should we become political activists so that the best interests of the public are considered? 7. Is "the common good" tied to the success of the economy so that the environmental efforts are of secondary importance in our growth as a nation? Does super economic growth tied to super technology equal success as a nation?	I a. Movie: Basic Electricity, Part I from Niagara Mohawk Power Corp. (F10-1). Textbook: Pathways in Science, Part 2. Physics - Teacher-made examinations. b. Movie: Basic Electricity (see a) Laboratory Activity Sheet on static electricity (teacher made), glass rods, rubber rods, silk pads, fur pads, balloons, balances. c. Movie (see a) Textbook (see a above) d. Van DeGraff Generator and appropriate demonstration devices. Text: Energy, Its Forms and Changes pp 301-303. e. Movie (see a. above) Text: Pathways in Science, pg:. 5-8. Circuit boards (made in Industrial Arts), batteries, bulbs, meters. I. Teacher-made learning activity sheet glass and rubber rods, silk pads, fur pads, balloons, balances. J. Chalk boards. K. Chalk board, rubber and glass rods, fur silk, ballons and balances. 4. Handout sheet-facts about insulators (teacher-made). Chalk board samples of material used as insulating in electricity glass, plastic, rubber. o. Movie: F10-2 Basic Electricity Part II from Niagara Mohawk Corp. Chalk board. q. Movie F10-2 (See above o.) beakers, lead, copper and zinc strips. Dilute NC-1 and H2 So4, steel wool, lemon, low voltage and	a. Question on teacher-made examination b. Explanation of observations as written by student in learning activity package (teacher made) c. Question on teacher-made examination. d. Question on teacher made test. e. Student explanation of operation of circuits during student activities. f. Teacher-made test. g. Item on teacher-made test. I. Explanation of observation as written by student in learning activity sheet. j. Item on teacher-made test. K. Questions on laboratory activity sheet N. I.D. test by site and checking material for current flow. O. Item on teacher-made test student response in class discussion. Q. Item on teacher-made exam. 2 A. Item on teacher-made exam B " " " C 1 Observation of student activity. 2 Test item on objective exam (teacher made). D. Items on teacher-made exam. E. " " " 3 a. Item on teacher-made exam. b " " " c " " " d " " " 4 a. Item on teacher-made exam.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
GENERAL SCIENCE & INDUSTRIAL ARTS UNIT TOPIC ELECTRICITY GRADE AGE LEVEL 8th Grade LENGTH OF TIME 8 Weeks Submitted by: Henry Heinlein & Jay Hagenbuch Columbus School	2. MAN AS CREATOR AND EXPLORER a. Allessandro Volta made the first electric cell from zinc ztrip, a copper strip and some acid. b. Electrolytes react with the metal of the electrodes to produce electrons and also conduct electricity. c. Negative electrodes are sources of electrons, while positive electrodes are electron accepters. d. Cells containing lead electrodes and sulfuric acid electrolyte will store electricity that is put into them. e. Two or more cells connected together are called a battery. 3. MAN AT WORK Electrical Circuitry provides a means of directing electric power according to man's will. a. There are two kinds of circuits through which current electricity can flow. These are series and parallel circuits. b. All electricity in a series circuit flows through a single path. c. When the flow of current is stopped at any point in a series circuit, the current in the whole circuit stops. d. The voltage in a series circuit is the sum of the individual voltages and the amperage is the same throughout the circuit. e. Parallel circuits provide many paths for electricity to flow. f. When the flow of current is stopped at any point in a parallel circuit the electricity will continue to flow in the other parts of the circuit. g. The amperage in a parallel circuit is the sum of the individual amperages and the voltage is the same throughout the circuit. 4. MAN AS CREATOR AND EXPLORER The theory of electrical conduction has introduced that part of our technology	on the unit examination. a. The student will be able to provide Volta's name and describe the origin of the electric cell. b. The student will be able to identify the function of an electrolyte. c. The student will be able to point out the positive and negative electrodes in several representative cells and batteries and express the above functions. d. The student will be able to identify the materials used in the electrolyte and electrodes for a storage cell. e. The student will differentiate between cells and batteries by correctly identifying flashlight and portable radio cells as such and demonstrate knowledge of the schematic symbols for each. a. The student will be able to name and describe in schematic diagram, the two kinds of circuits. b. The student will be able to express this operational definition of a series circuit upon request. c. Given a description of an event concerning the behavior of current in a circuit, the student will be able to infer that the circuit is series or parallel. d. Given a problem concerning the calculation of current, resistance or electromotive force for appliances or cells in a circuit, the student will be able to choose the correct method of calculation based upon whether the circuit is series or parallel. e. Same as d. f. Same as d. g. Same as d. a. The student will construct an electric motor and will show that if it is rotated by an outside force it will generate current. b. Same as a.	use in Science Activity. Lecture on design and layout of boards. Dem. on cutting and stripping wire. Dem. on mounting fixture. Rev. of metal and woodworking tools & machines. Class safety program (working with electricity). Laboratory Activity Sheet: Series and Parallel Circuits. Text Assignment: Pathways in Science Part I. Physics pp. 5-54. Students will use circuit boards constructed in Industrial Arts to hook up and test series and parallel circuits using 1, 2, or 3 1.5 volt bulbs and a battery brought from home. a. Use of volt, amp and olm meters. b. Behavior of current, voltage and resistance in series and parallel circuits. c. Teamwork in performing exercise. I. A. Projects: Construction of D.C. Electric Motor. (Plan Sheet) class demonstration on selection of materials. Lecture, Discussion and Demonstration in IA Shop: Construction of Electric Motor Demonstration on winding coils and construction of fields. Reading Assignment: Basic Electricity by Matson. Pp 105-109 Movie: How Electrical Utilities Began (F10-3) shown in I.A. Shop. a. Genesis of industry. b. Impact on Industrial revolution. c. Electrical vs mechanical power. . Students will write to Niagara Mohawk Power Corporation to obtain the floor plans for specific hydroelectric plants and construction or drawing of a particular plant, explaining how it generates electricity. Movie: Power From the Rivers (F10-4) a. How falling water produces electricity b. The progression from water wheels to turbines	ing power from public utilities. e. SOCIAL STUDIES - Explore the effect of battery technology upon society. Art design electric car. 3 c (see above c). 4. a. SOCIAL STUDIES - Examine the role of the electric motor im our society. ART - Drawing perspective in plans for electric motor. e. ENGLISH - Biography of Michael Faraday, Benjamin Franklin. f. ENGLISH . Letter writing for information from Niagara Mohawk. g. ENGLISH - Writing a report from information gained from Niagara Mohawk. 5. b. SOCIAL STUDIES: Use of water power in early history of Mohawk Valley economy: Student research project. ENGLISH: Poems and prose concerning water wheels. ART: Draw or paint a picture of an old water powered mill. h. SOCIAL STUDIES: A study of rivers and streams in the Adirondacks. i. SOCIAL STUDIES: Review Troy and how it grew, its major source of power. ENGLISH: Write a research report on Troy about the time of the water wheel, method of writing and gathering information. j. SOCIAL STUDIES: Industrial growth near cheap power. Effect of steam power on growth areas. ART: Draw time line showing growth of industry or art work from water wheel to steam. Have student explain drawing in class. k. SOCIAL STUDIES: Study Oswego area before and after construction of nuclear powered plant. l. SOCIAL STUDIES: James Watt, and steam. m. MATH: Work on volume and area measures in relation to coal burned and hole left in ground. a. MATH: Ratio and proportions related to transformers windings. C. ART: Perspective drawing of transmission lines with attention to correct display of insulators.	8. Have this game "slanted" in such a way that its outcome must favor the power corporations. Evaluation of the valuing experiences will take the form of student essays in which each pupil must discuss each question, reaching a definite conclusion. Preparation for the essays will be accomplished during small group discussions where students may share views.	power source, wire, volt meter, galvanometer, bell clock. 2. a. Chalkboard - Library. c. Chalkboard. e. Chalkboard. 3. A. Circuit boards, 1.5 V bulbs, wire, b. cells, volts, amp and ohm meters and information log sheets (teacher made). Textbook with chapter quizzes for chapters I of Pathways In Science pp.5-54 Pt. I. b. See a above a c. See a above a 4. a. Coil bell wire no 18 but magnet. Volt meter film F10-2. (See above a). Text. Electricity by Gerrish, Unit 12 Material for constructing motor: 4"x 5" pine wood block 6" of 1/8 x 1/2 band iron 20' of bell wire no. 18 1/8" brass rod 3" long masking tape 2 copper foil bits 1" sq. 12" no 6 x 1/2 pan head screws, battery and 2¼ volt D/cells. Text: Basic Electricity: Matson Movie: How Electrical Utilities Began (F10-3) Niagara Mohawk Power Corp. 5. Movie: F10-4 Power From the Rivers. Niagara Mohawk Power Corp. Heat lamp, evaporating dish and mirror for science demonstration. h. Movie: Power From the Rivers (F10-4) Niagara Mohawk Power Corp. i. Movie: See above h. j. Movie: See above h. k. Field trip to Oswego Progress Center by Niagara Mohawk at Nine Mile point. Movie: (See movie F10-5) page (5. l. See movie F10-5 above m. Samples of coal -- movie F10-5	a. Demonstration using the model motor. b. Same as a. c. Same as a. d. Demonstration by student using the appropriate equipment. e. Same as a. f. Demonstration by student using A.C. and D.C. motors. 4. g. Multiple choice question on teacher-made examination. 5. a. Completion question on teacher-made exam. b. Completion question on teacher-made exam. c. Multiple choice question on teacher-made exam. d. Completion question on teacher-made exam. e. Completion question on teacher-made exam. f. Completion question on teacher made exam. g. Essay question on teacher made exam. h. Exams questions on rivers producing electric power in New York State. i. Exam questions dealing with water wheels. j. Question on exam dealing with growth of steam power plants. k. Student test matching type test question. l. Map question location of 17 steam powered stations. m. Consumption of fuel matching type question. n. Objective question T.F a. Test on primary and secondary voltage. Lab test with meters and transformers. b. Objective T.F. question c. Demonstration using appropriate materials

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES & MATERIALS	EVALUATION
GENERAL SCIENCE & INDUSTRIAL ARTS **UNIT TOPIC** **ELECTRICITY** **GRADE AGE LEVEL** 8th Grade Submitted by: Henry Heinlein & Jay Hagenbuch Columbus School	which is based upon the generation of electricity. a. When a coil of wire is rotated within a magnetic field it causes electrons to start moving in the wire. b. Induction takes place when electricity is caused to flow in a conductor by making and breaking of the magnetic lines of force around a neighboring coil. This is accomplished by alternating current. c. Electricity may be caused to flow in a conductor when the conductor is moved across magnetic lines of force. This is the operating principle of generators. d. Electricity may be caused to flow in a conductor when the conductor is held near a magnetic field and the lines of magnetic force are made and broken by alternating current. This is the operating principle of transformers. e. All electrical generators change mechanical energy into electrical energy. f. Both direct and alternating current can be produced by generators. G. Generators can be powered by the force of falling water such as that at the St. Lawrence Seaway, Niagara Falls and Trenton Falls near Poland. 5. **MAN AND HIS PHYSICAL ENVIRONMENT** Man has depended upon finite natural sources of power in order to provide himself with electricity. a. Water can produce power when it is acted upon by gravity. The power of falling water can be harnessed by man to do work. b. Water wheels were used to change energy of falling water into the energy of moving machinery. c. Modern water wheels are called hydraulic turbines, because they are enclosed, they can utilize water which falls from a height greater than the wheel. d. 4 million kilowatts of power are produced by over 100 hydroelectric stations throughout New York State. e. Factories which manufacture electric power from the energy of falling water are called hydroelectric generating stations. f. Water for hydroelectric generating stations is often stored in reservoirs in order to provide electricity through times of little rainfall. g. The large pipe which feeds water from the reservoir or river bed to the turbines is called a pen-	c. Same as a. d. The student will be able to demonstrate this concept using a magnet, coil and galvanometer. e. Same as a. f. The student will be able to identify the differences in the design and construction of AC and DC motors and point them out on actual motors. g. The student will be able to choose from a number of given sites, the location of two hydroelectric stations in New York State. a. The student will be able to express the concept of conservation of energy as it applies to water power by recognizing that water is a means of harnessing the sun's energy. b. The student will be able to name the water wheel as the first device for transferring the energy of falling water to mechanical use and the forerunner of the modern turbine. c. The student will know that water wheels were a relatively inefficient means of harnessing water power by comparing it with the modern turbine. d. The student will be able to supply the name "hydraulic turbine" to the device used to generate electricity from the power of falling water when provided with a description of function. e. Each student will be able to give the approximate number of hydroelectric stations in New York State as one hundred. f. Each student will be able to provide the name "hydroelectric generating station" when provided with a description of the function of such a facility. g. When questioned about factors limiting the use of hydroelectric power, the student will be able to cite the seasonal effects of rainfall as one. h. Given several possible locations, the student will be able to identify the Adirondacks as supporting the majority of New York's hydroelectric stations. i. When compared with the modern turbines, the student will be able to select the waterwheel as being by far the most inefficient. j. Each student will be able to identify one reason why hydroelectric power does not fully answer New York State's power needs. k. The student will be able to select, from a list of locations, Oswego as the site of a nuclear powered generating station.	c. Advantages and disadvantages of hydroelectrics Lecture and Discussion: The function of water wheels and turbines a. Mechanical principles--elementary physics concerning energy transfer Lecture and Discussion: The Adirondack water shed--Sun power a. Potential vs kenetic energy b. Sun power in a raindrop c. How storms are powered d. What is a watershed? Movie: F10 5 Power From Fossil Fuels, Niagara Mohawk Power Corp. a. Importance of fossil fuels to power electric plants b. Transfer of energy from fossil fuel to electricity Industrial Arts Project: Building a Working Transformer a. Class lecture & discussion on transformers b. Demonstration on assembly of soft iron core c. Demonstration on winding primary and secondary d. Through class lecture students will complete plan sheet for construction of transformer e. Using volt-ohm meter to test transformer (ohm) Industrial Arts Activity: Investigation using the model transformer Lecture Demonstration-classroom discussion a. Apply line voltage 110 to primary and measure out of secondary (AC) b. Apply line voltage from Dc battery and check for current and voltage at the secondary c. Using work sheet - complete investigation outlined and record results d. Written report and work sheet on transformers Text: Electricity and Electronics, chapter 12, by Howard H. Gerrish, pg. 177 Text: Electricity, Gerrish, Unit 14, pages 70-80. Answer questions 1-12 on page 80 to hand in Movie: F10 6 Power on the Move, Niagara Mohawk Power Corp., Shown in Science class a. How power is transported b. Role of high voltage lines, transformers, substations Photographic Study of electric transmission lines. Industrial Arts classroom lecture and review of transmission lines as shown in film note below Using photo of various transmission	GUIDANCE: The job of the lineman - use of resources person to describe occupation to students MATH: Study of ratio and proportion in relation to power output from transportion m. SOCIAL STUDIES: The impact of the power black out of 1969 on people's lives in N.Y. City and in Utica. Student interview of local natives to obtain Utica information 7. a. SOCIAL STUDIES: General overview of the industrial revolution and the role of electricity c. ENGLISH: Reading Instructions. d. ENGLISH: Use of electricity in theatre lighting: kinds of lights and uses 8. a. SOCIAL STUDIES: Use of symbols and correspondence to real objects in map reading b. History of universal languages Math - symbols - use of ENGLISH: Methods of debate, group dynamics, self expression SOCIAL STUDIES: Examination of the goals and values in our society which effect our needs for increased power and use of natural resources The effect of the Industrial Revolution on our economy as it affects the present attitudes about use of power MATH: Use of graphing techniques in projecting future power needs ART: Role of environment in aesthetics and its influence upon the character of a people PHYSICAL EDUCATION: The use of environment as a place for recreation of human resource	n. Chart & map of US Movie F10 5 6. a. Plan sheet teacher made construction of simple transformers Soft iron sheet 22 page pattern for core - No. 18 enamel wire 50 ft. volt ohm meter b. Dem. Transformer, vot meter Industrial Arts Demonstration: Bell transformer 110 - 6 volt, volt ohm meter 2-1½ volt D cell batteries, Hook up wire and clips Materials for Industrial Arts worksheet: Outline of test with space for student to record results Text: Electricity, Gerrish Movie: F10-6: Power on the Move, Niagara Mohawk Power Corp Photographs of transmission lines taken by teacher Activity Sheet: Demo transformer Industrial Arts: 110 volt transformer, circuit board, motors, bulbs Movie: F10-7 Electrical Balancing Act, Niagara Power Corp 7. Movie: F10-3 How Electrical Utilities Began, Niagara Mohawk Power Corp Text: Electricity, Gerrish Industrial Arts Activity: No. 18 Bellwire, soft iron rod - 1/8"x½"x1", wood blocks, batteries, tape, metal lathe, hand tools Text: Pathways in Science: Physics I Industrial Arts Activity: Light, battery, switch and fuse Text: Basic Electricity, C.E. Matsa The Energy Environment, Niagara Mohawk Power Corp Movie: Joey's World, Niagara Mohawk Power Corp.	d. Essay question on teacher-made test e. Demonstration during work sheet activity. f. Demonstration during work sheet activity. g. Oral examination by teacher. h. Same as g. i. Same as g. j. Multiple choice questions on teacher made question. k. Same as g. l. Demonstration during work sheet activity. m. Demonstration through use of the model power grid. 7. a. Multiple choice question on teacher made exam. b. Demonstration using model D.C. motor and oral exam by teacher. c. Same as b. d. Demonstration using appropriate equipment. 8. a. Teacher examination of student project b. Same as above A plan stating whether or not a new electric generating station is needed and if so its location and power source will constitute evidence that the objective has been met

CONTINUED

SUBJECT AREA

GENERAL SCIENCE
&
INDUSTRIAL ARTS

UNIT TOPIC
ELECTRICITY

GRADE AGE LEVEL
8th Grade

LENGTH OF TIME
8 Weeks

Submitted by:
Henry Heinlein
&
Jay Hagenbuch

Columbus School

CONCEPTS AND GENERALIZATIONS

stock. Some are over 2 miles long and 14 feet in diameter.

h. Most hydroelectric generating stations are built on streams and rivers running from the Adirondacks.

i. One of the largest of the old fashioned water wheels was found at Troy. It was 72 feet in diameter and produced 278 horsepower. By comparison a modern turbine produces 50,000 horse power

j. Hydroelectric generating stations do not have enough rain fall or large streams to produce all the electricity needed by N.Y. State so steam powered plants are used.

k. Steam powered electric generating stations are powered by fossil fuels except for the nuclear plant near Oswego

l. There are only seventeen steam-powered electric generating stations but each one produces as much electricity as 16 hydro-stations because of no size limitation

m. An average steam powered plant uses up two tons of coal per minute or a railroad car full every 25 minutes 24 hours a day, 7 days a week, all year long.

n. On a nation wide basis, 87% of our electricity is generated by plants using fossil fuel

G The transforming of electricity has allowed man to extend a network of electric power throughout the world

a. Transformers are devices which can increase or decrease voltage in an electric circuit.

b. Transformers alternating current flowing in one coil of a transformer produces magnetism, and this magnetism is used to produce either a higher or lower voltage in a secondary coil

c The material of which power lines are made resists the flow of electricity to a small degree. This causes voltage to decrease with distance.

d In order for electricity to be sent long distances from the generator, transformers must be used

e Transformers work by a process known as induction

f Only alternating current will operate a transformer, so at the present only alternating current can be used to send electricity long distances

g Power lines which carry electricity from the generating stations are called high voltage transmission lines

h. You can tell how much voltage is running through a high voltage transmission line by counting the nobs on the insulators hanging from the towers.
18-20 nobs - 345,000 volts
13-16 nobs - 250,000 volts
7-9 nobs - 115 000 volts

i. Transmission sub stations reduce the line voltage to 34,500 volts and send it out over sub-transmission lines The insulators on poles carrying these lines are upright and ribbed.

j. Sub-transmission stations have the largest transformers, devices which increase or reduce voltage

k. Sub-transmission lines carry the electricity to distribution substations where the voltage is reduced to between 4,000 and 13,200 volts. It is then sent out over distribution lines which have small insulators or plastic brackets on the poles.

l Distribution transformers mounted on the poles reduce the voltage to 110 or 220 so it can be used in your home Service lines bring the electricity into your home.

m The power grid system used to supply all the power needed by a transfer of surplus to one company from another

7 MAN AND HIS COMMUNITY

Electricity motors have provided the means for placing labor saving devices in almost every home in the United States.

a An electric motor is a machine that changes electrical energy into mechanical energy.

b. All motors use the principle of magnetic attraction and repulsion to keep the armature rotating.

c Rotation of a motor's armature depends on the presence of a magnetic field and its speed depends upon the strength or density of the magnetic field

d How the armature rotates based on the magnetic attraction and repulsion law.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)

l. Given a choice of water and steam driven generators, the student will be able to select steam as producing the most electricity and be able to explain why

m Given a range of figures, the student will be able to identify the approximate consumption of a coal powered generating plant.

n. The student will be able to identify oil and coal as the most widely used fossil fuels in generating plants and describe the majority of facilities as powered by this source

a Given a plan sheet on the construction of a simple transformer, the student will construct one and test it, and be able to note the relationship of the number of turns on the primary and secondary winding in terms of voltage input and output

b Same as a.

C. The student will measure the voltage at the source of a 1½ volt dry cell and at the end of 20 feet of No 16 wire and be able to explain the voltage drop indicated by the meter was caused by resistence in the wire

d The student will be able to relate, in essay form, how transformers help to move electricity long distances

e The student will wind two coils of wire (No 16) around a soft iron core and identify the primary and secondary coil 110 volts will be applied to the primary. The student will be able to explain the voltage reading on the secondary without direct connection between it and the primary as due to induction.

f The student will apply DC voltage to his transformer and note a lack of current transfer. Then he will apply AC voltage and confrim current transfer by induction

g Given slides of power transmission lines the student will identify the voltage it is designed to carry

h Same as g

i Given photographs of transmission lines the student will be able to select which are high voltage and which are sub-transmission

j Given a choice of different kinds of transmission lines, the student will be able to select sub-transmission as having the largest transformers

k Given photographs of transmission lines the student will be able to select which are distribution lines

l Given a 110 volt transformer, the student will be able to hook up a circuit board to power 6 volt motors and lights and demonstrate how voltage may be regulated with the transformer

m Students will demonstrate their understanding of the power grid by building a working model including dispatching centers at which they will simulate the buying and selling of electrical energy

a The student will be able to produce this definition of a motor when asked during an examination

b Each student will be able to explain, using his model of a DC motor, how magnetic attraction and repulsion makes the armature turn

c Same as b

d Given two bar magnets with marked poles, the student will be able to demonstrate the law of magnetic attraction and repulsion of unlike and like poles

a Given a circuit board hook-up of a light battery, switch and fuse, the student will draw a schematic diagram in proper order as shown on the circuit board

b Given a schematic diagram of an electrical circuit with a light battery switch and fuse the student will run the wires and hook up the devices in proper order by following the schematic

a The student will move value-based decisions concerning
1 The need for increased electric generating facilities
2 Possible sources of power for these facilities
3 Possible locations for these facilities

These decisions will result in a plan answering the needs and demands of a hypothetical community and based upon consideration of environmental effects business interests of the community and power corporation and the desires and interests expressed by the community's citizen

LEARNING EXPERIENCES

lines have classroom discussion about the type of transmission lines shown.

Take walk outside of school and distribution lines on power poles near school

Activity Sheet-Industrial Arts
Demonstration-Transformer

Movie: F10-7 Electrical Balancing Act
Niagara Mohawk Power Corp.

Industrial Arts Activity: Building a working model of a power grid

Divide class for groups - each to construct working power supply from batteries, switches and wire, follow a schematic drawing

Then through small group and class discussion plus demonstration from instructor hook each power station into an interlocking grid station

Industrial Arts Activity - Building an Electric Motor

Working from plan sheets and class notes plus demonstration on construction problems they will construct the dc powered motor
a. winding coils
b. construction of base
c. testing parts
d. bending field

Industrial Arts Demonstration - Bar Magnets Lecture on attraction and repulsion of magnetic fields
Demonstration - and class broken into small groups to experiment with this law

Industrial Arts Activity:
Drawing and Use of SchematicDiagrams
Lecture and demonstration Rev back to lesson on power grid
Small groups making schematic diagram from circuit boards
Small groups construction of circuit boards using schematics

Test: of correct hook up or drawing of hook up with instructors key

Educational Simulation Game
The Energy - Environment Game, Niagara Mohawk Power Corp

1 Students role-play according to role profiles provided: These represent:
  a Power company officials
  b Conservation and environmental groups
  c. Commerce industry and the professions
  d Area residents

2 Students in each "interest group" meet to determine desires regarding the need for location of and fuel for a potential new power facility

CONTINUED

SUBJECT AREA

GENERAL SCIENCE
&
INDUSTRIAL ARTS

UNIT TOPIC

ELECTRICITY

GRADE AGE LEVEL

8th Grade

LENGTH OF TIME

8 Weeks

Submitted by:

Henry Heinlein
&
Jay Hagenbuch

Columbus School

CONCEPTS & GENERALIZATIONS

8. MAN AND HIS COMMUNITY

The use of symbols have provided a universal means of communicating the fruits of our technology to other nations.

a. The schematic diagram represents a real object by using symbols which can be drawn quickly and easily.
b. The symbols in a schematic diagram indicate different electrical parts, where to run wires and how to connect the electrical parts together.

9. MAN AND HIS ASPIRATIONS AND FEARS

The crisis of our dwindling natural resources increased use of energy and lack of personal concern is of immediate moment and must be dealt with before millions of the earth's humans suffer the consequences.

LEARNING EXPERIENCES

3. Spokesman from interest groups make presentation before government "Commission".
4. Commission organizes representatives into task forces, composed of members from each interest group.
5. Task force present deliberations to commission.
6. Commission renders its decision before entire class.

Movie: Joey's World - Energy needs.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
INDUSTRIAL ARTS UNIT TOPIC: WOODWORKING GRADE/AGE LEVEL JUNIOR HIGH LENGTH OF UNIT ABOUT 10 WEEKS	MAN AS CREATOR, EXPLORER MAN AT WORK MAN AT PLAY Proper shop procedures usually are safe procedures. MAN AS CREATOR, EXPLORER MAN AT WORK Before starting work on a project the student must carefully plan a step by step procedure, and include a sketch of the various parts of the project including a bill of materials on a Plan Sheet The actual physical measurement of a material to a limited dimension is important in constructing a project It is extremely important to use the guards on machinery to help prevent injury to the operator. Drilling is an essential part of construction in preparing for fastening of materials. Sawing may be accomplished by using a hand saw or by means of the various power saws available such as the: jig saw, band saw, sabre saw and table saw. A student should know how to use nails and wood screws, also various types of glue as fasteners of wood materials. A student should know how to prepare a woodwoeking project for application of a suitable finish.	COGNITIVE Given a test sheet on which a pre-measured set of lines are drawn, each student, using a ruler, will be able to measure the length of each line to within a sixteenth of an inch. Given 50 wordworking terms, each student will be able to write and explain each to 85% degree of accuracy. Given a cross-cut and a rip saw, each student will be able to sketch the shape of the teeth so that he may be able to identify each type of saw all of the time. Given a list of safety rules, each student will be able to identify which ones to especially observe when using a particular machine. Given, 3, ½ sheets of flint sandpaper; medium, fine and extra fine, and a piece of basswood; each student will know how to smooth a flat surface all of the time. Given a list of parts from various machines, each student will be able to identify which parts pertain to the drill press, wood lathe and power jig saw, to 85% degree of accuracy. Each student will be able to identify the following, to 85% degree of accuracy: A. Flat head wood screw B. Round head wood screw C. Oval head wood screw D. Common nail E. Spike F. Casing nail G. Finishing nail H. Brad Each student will be able to identify which solvent to use for which finishing material, all of the time. A. Latex paint B. Oil paint C. Oil stain D. Spirit stain E. Satinlac-or Deft F. Varnish Each student will be able to compute board foot measure to 80% degree of accuracy.	Design and layout a safety poster referring to "The Safe Use of The Jig Saw", The Safe Use of the Drill Press, The Safe Use of the Grinder, The Safe Use of a Hand Chisel. Design a container for waste paper materials, pencils, pens, books, magazines or hand tools. Design and layout then construct a 6 inch wooden scale divided into eighths of an inch. Construct a mock-up of the cross-cut and the rip-saw teeth of a hand saw. On a piece of masonite, mount a sample of medium, fine, extra fine flint sandpaper and label for identification. Prepare a sample of 5 colors of oil stain on basswood pieces and label for identification. Compute the number of board feet of lumber to be used in a project that will be constructed by the student.	ART - Design and layout a safety poster referring to: "The Safe Use of the Jig Saw" "The Safe Use of the Drill Press" "The Safe Use of the Grinder" "The Safe Use of the Hand Chisel" SPELLING - Prepare a 50 word spelling test of woodworking technical terms. ENGLISH - Write a technical information compositions on: "Types of Glue" "How Plywood is Made" "Lumbering" "How a Tree Grows" "How to Refinish Furniture" "How to Antique Furniture" "Types of Fasteners" "The History of Machines Used In Woodworking" "Can I Become a Carpenter?" MATH - Compute board foot measure as part of a problem solving unit. Compute the cost of a project from a bill of materials	The student becomes aware of the need for making choices, such as which type of wood will be suited for making a particular project. The student will be able to identify alternatives by researching and reporting in writing, advantages of such alternatives. The student will be able to defend his choice of alternatives orally or in writing. INTERNALIZATION The teacher will ask student to respond orally or in writing after completing project, if he is satisfied with the choice he made. If the student is not satisfied he will present reasons why he should have chosen another alternative, if given the opportunity of re-doing the project.	In building material Lumber materials Pine ¾ inch Basswood ½ inch Plywood ¼ inch Masonite - standard Standardized list - Woodworking materials TEXTS Wagner, Woodworking, from Goodheart Wilcox General Shop Feirer, John L. Industrial Arts, Woodworking Bauer, Thompson: Comprehensive General Shop I Feirer, Bennett: Bench Woodwork Webster's Dictionary McGinnis-Ruley, Basic Woodworking Projects Raeth, Master Homecraft Projects Morris, Floyd, 198 Easy Wood Projects Fryklund, LaBerge, General Shop Woodworking Bast, Making Upholstered Furniture Lindbeck, Design Textbook Harmes, Furniture of Yesterday and Today Shea and Wengerm Woodworking for Everybody Douglas, Roberts, Instruction and Information Units for Hand Woodworking Douglas, J.H., Woodworking With Machines Smith, R.E., Machine Woodworking Capron, J. Hugh, Wood Laminating Zook, Wayne, Manufacturing and Constructing Wood Products Rebhorn, Eldon, Woodworking Soderberg, George, Finishing Technology Douglas, J.H., Projects in Wood Furniture O'Neill, James, Early American Furniture	The student will list his objectives for the term and one week before the end will re-evaluate by means of a prepared check list his performance and knowledges gained. Administer teacher-made test using a mock-up ruler when evaluating accuracy of measurement. Administer teacher-made test in matching woodworking terms with definitions. List 10 safety rules to be observed when using any woodworking machine. Have the student evaluate his project on the basis of the teacher prepared "Project Evaluation Sheet" and hand in when he hands in the project for teacher evaluation. Write a paper on one of the following topics: "Carpentry As A Career" "How A Tree Grows" "How Nails Are Made" "How Lacquer is Made" "Wood By-Products" Administer teacher-made test of board foot measure problems. Construct mock-ups of the teeth of a hand, cross-cut, or rip saw.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
INDUSTRIAL ARTS UNIT TOPIC: WOODWORKING GRADE/AGE LEVEL JUNIOR HIGH LENGTH OF UNIT ABOUT 10 WEEKS *(CONTINUED)*	A student should know how to order lumber from the dealer. A student should be aware of the occupational opportunities in woodworking	SENSORY-PSYCHOMOTOR Given pieces of lumber material, the student using hand tools, will be able to construct various items to be used as containers. Given pieces of lumber material, the student, using hand tools, will be able to construct various items to be used as mockups. Given a hand tool, the student will be able to use it properly and make the proper adjustments in order to make it functional.				Holbrook, Wallace, W., Contemporary Lamps Anderson, Arthur, A Designer's Notebook Lightle, R. Paul, Blueprint Reading & Sketching 8 mm Film Loops from Encyclopedia Britannica Educational Corp. Set: Wood: Hand & Power Tools Set: Wood: Adhesives (Gluing & Clamping) 16 mm Sound-Color Instructional Films, Stanley Tools Educational Department. Creative Sculpturing For Everyone Part I & Part II The Metric System Part 8 & Part II Work Study Program from McKnight Publishing Company Succeeding in the World of Work Safety Charts Stanley #1-50	

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
INDUSTRIAL ARTS UNIT TOPIC SMALL ENGINE REPAIRS GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT 5 weeks, 40 min. periods, 5 periods per week. This unit will be combined with either metal or elec. unit, which will run for ten weeks, along with this unit.	COMMUNITY ENVIRONMENT WORK, PLAY, EXPLORER 1. The history of small engines affect our culture and our environment. COMMUNITY ENVIRONMENT CONFLICT 2. Fuel systems and their function affect our environment. COMMUNITY, ENVIRONMENT CONFLICT 3. The cooling systems method of heat transfer, are used to regulate the temperatures of small engines and help to control our environment. COMMUNITY, CREATOR, EXPLORER, CONFLICT 4. The electrical system is based on the study and principles of electricity and magnetism that man has as creator and explorer put to use for himself. COMMUNITY, EXPLORER, WORK, PLAY 5. Trouble shooting of small engines is possible only when the operating principles of all systems are mastered, thus Man at Work. COMMUNITY, EXPLORER, WORK, PLAY 6. The need for maintenance of the systems used to control the small engine is necessary to extend the engines useful life and to protect our environment from harmful pollution.	1. Given a plan sheet each student will construct an engine stand and complete the stand to 90% degree of accuracy. (Psychomotor). 2. Given an engine with a fuel problem, each student will solve the problem to 100% degree of accuracy. (Cognitive). 3. Given two different spark plugs, the student will compare their conditions to a standard chart (example; one supplied by Champion Spark Plug Company) and each will compare the plugs to 85% degree of accuracy. (Cognitive). 4. Given the chance, the student will judge the merits of the four stroke cycle to the two stroke cycle engine and choose the engine designed to do the task he wishes. His choice will be 95% accurate. (Affective). 5. Given a wordless drawing of the four stroke cycle, each student will write the cycles to 100% degree of accuracy. (Cognitive). 6. Given two engines to view, each student will identify the air and water cooled engines to 100% degree of accuracy. (Cognitive). 7. Given engines with different problems, each student will differentiate between fuel and ignition problems to 75% degree of accuracy. (Cognitive). 8. Given a question or questions on an exam as to the function of the lubrication system each student will explain the function to 90% degree of accuracy. (Cognitive). 9. Given the task to start a shop engine safety program, each will perform the task to 100% of the safe method. (Psychomotor).	1. Reading plan sheets - use study guides. Transfer plans to material - use hand tools and drill press to construct the engine stand. Classroom discussion and individual and small group, on design of such. English: write simple instructions on use of engine stand. (Note) Check with and work with English Department, on the need for this type of writing. Art - Draw needed art work to help explain and show use of engine stand. Math - Work out cost and check on skills to figure board feet and reading a scale. 2. Read shop manual on trouble shooting fuel systems. Use test equipment. Write up a report on the problem. Follow up with classroom discussion, also individual and group. English - Skills in writing technical reports on findings, work with English Department. 3. Read plug chart. Compare used and new plugs to chart. Classroom discussion and study guides to check on progress. Art - Build mock up of a spark plug. 4. Use study guides - film strips, and classroom discussion - write up reports - construction of models should start. Social - Trace the development of the gas engine. 5. Complete study guide of the gas engine. Classroom and individual group discussion. Complete construction of models. 6. Use constructed models and study guides. View film strips. Select reading of references and magazines, followed by class discussion. 7. Use study guides - Read shop manual, view film strips, practice work sessions with test instruments, to find answer to problem. Follow by class discussion. Science - Study principles behind the test instruments. 8. Read text, use study guides to trace lubricating system. View film strips. Write class reports. Have discussion - answer questions about lubricating system on exam. 9. Study guides - Shop manuals. Classroom discussion, group practice, starting engine, demonstration to small groups.	English - The practice of writing skills - for making technical reports or writing instruction manuals etc., are needed in todays industrial complex. Working with the English dept., and using shop project to practice with is the aim. Art - Tying the students new knowledge to the drawing of technical material, (of machines), to help explain use, is needed and the art dept., can aid to meet our aim. Math - Basic skills of reading a scale etc., can take on new meaning when the student works on real problem in his shop class. Social - Tracing the growth of gas engines should be of interest to boys working and learning about their operating principles in shop. Science - Tying together elec., and simple machines to our present day engine is the aim here.	The students become aware of the need for making choices: as an example, the construction of an engine stand. Selecti the proper tools and materials from a complete tool cabinet and well stocked lumber and metal rack. The student will be able to identify alternatives by researching and reporting in writing on study guide sheets and job sheets. Examples of job sheets: four stroke cycle, spark plug condition, air and water cooled engines. The student will be able to identify the consequences of alternatives by stating in his research why he chose the method outline in his reports, some of the things learned from the research and suggest alternatives within his research. The student will be able to choose freely from alternatives he stated and indicate satisfaction with what he has or persist in an attempt to further investigate the problem	1. Teacher made plan sheets and study guides. Text (Small Gas Engines, by jud. Purvis, The Good Heart - Willcox Co., Inc.). (Small Engines Service Manual, Ninth Ed., Technical Publications, Intertec Publishing Corp.). 2. Small Engines Service Manual Ref. to 1. above. Small Gas Engines Ref. to 1. above. Teacher made test equipment plus standard test gauges. (vacuum-fuel pump, tac. dual meters inc. shop manuals for each). Work sheets (teacher designed for writing up reports) wall charts from General Motors and Briggs and Stratton, on fuel systems. 3. Teacher made study guides on information from text. General Series on ABC of power plug chart from Champion. 4. Study guides teacher made based on text. Small Engine Repair Checked. (Engine Section). Teacher made working plan sheet. 5. Used engines to be cut apart Teacher made study guides based on text. Film strip from General Motors, ABC of Cooling (one of a series, complete set should be ordered). 6. Study guides teacher made from text, on ignition and fuel. General Motors book pack fuel and ignition. Standard meters and gauges with their manuals should be ordered. 7. Small gas engines, ref 1. above, lub. charts from Esso or Exxon, Mobil, Sears, etc. School media Center. 8 and 9 ditto on materials listed above.	1 - Construct the engine stand following the plan sheet, and mount your engine on the stand. 2 - Check the engines fuel systems, fill out your job sheet listing division of main parts of this engines systems, then test each part of the system. Repair or replace the defective part. Start the engine. 3 - Compare the two plugs given to a standard chart. List the conditions of each plug and state on the study guide sheet which plug is which. 4 - List the four systems of a small engine and match them to the list of functions stated on your study guide. 5 - List the four cycles and state the functions on the wordless drawing of them and have them hand in to be checked. 6 - Viewing two engines, one marked A and one marked B. State which is the water cooled on the answer sheet. 7 - Using the test procedures listed on the study guide. Check each engine and list on the job sheet your findings. 8 - List the main parts of the lubricating system and trace the flow of oil on the drawing provided on the exam. 9 - Explain and demonstrate the safe method of starting an engine. List on board main steps.

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AUTO ENGINE MECHANICS UNIT TOPIC FUEL - SYSTEM CARBURETOR GRADE AGE LEVEL SENIOR HIGH 10th Year LENGTH OF TIME 5 Weeks Submitted by: Mr. Sheppard	MAN AT WORK Good work habits are safe work procedures. MAN AS CREATOR When starting a job, the student must have a definite goal and steps to reach the goal. MAN AND HIS PHYSICAL ENVIRONMENT Fuel systems must be maintained by competent mechanics to keep pollution at a minimum. MAN AND HIS COMMUNITY Laws have been enacted to control design and maintenance of fuel systems. MAN AT WORK - MAN AT PLAY Changes in automobiles demand mechanics up-grade knowledge. Accuracy is important in fuel system service. During development and changes of systems, a student must know types and operation theories.	COGNITIVE: Given a typically used air cleaner, the student will be able to identify type with 100% accuracy. Given any domestic auto carburetor, the student will identify and describe the basic operating circuits with 80% accuracy. The student will be able to explain the air fuel mixture ratios for various road conditions. Given a list of carburetor accessory items, the student can identify the general need for each with 80% accuracy. AFFECTIVE: Given a typical domestic auto engine with an idle circuit malfunction, the student will diagnose the problem and decide the repair procedure with 100% accuracy. During normal tune-up of fuel system, the student will inspect air filter and determine replacement needs all the time. PSYCHOMOTOR: Given a single bbl. carburetor, the student can dis-assemble the carburetor and re-assemble with 100% accuracy. Given a single bbl. carburetor, the student will clean the components with 100% accuracy. Given a tune-up situation the student can adjust the carburetor using typical shop tools with 85% accuracy.	Change the fuel filter on auto engine and check for leaks. Student is to compute labor costs and material costs for complete fuel system service. Using a carburetor "Jiffy Kit" the student will rebuild including cleaning a typical carburetor. Using an "Exchange" rebuilt carburetor, the student will remove and replace the unit and related accessory items. Remove and replace the air filter on typical domestic auto engine. Using standard test equipment, the student will test the engine fuel system efficiency. Remove, inspect PVC value replace as necessary. Make engine adjustments during normal tune-up.	ENGLISH: Discuss safety precautions in English Public Speaking presentation. Write a paper on air pollution or related subjects. MATH: Write a statement (bill) itemized for fuel system over-haul costs. ART: Poster type advertisement lay-out for air pollution for tune-up.	Using a typical diagnosis of problem on auto engine, prepare position for necessary repairs for customer. Upon completion of a typical repair on fuel system, the student will evaluate the job from the consumer's point of view. Opinion is always better after the fact, let the student discuss a completed job to develop experience for next similar operation.	Shop equipped with sample engines in running order, typical supplies for each repair. Texts: "Auto Fuel, Lub and Cooling Systems" W.H. Crouse, McGraw Hill 4th ed. "Auto Mechanics" W.H. Crouse, McGraw Hill 6th ed. Reference Books: "Motors, Repair Manual" "Fundamentals of Service Fuels", Deere & Company 1970. Films: "ABC of the Auto Engine" General Motors. "The Answer is Clear", General Motors. Slides - Set: Fundamentals of Service Fuels, Deere & Company.	Teacher made quiz on terminology. Write paper on pollution or pollution controls on modern auto engines. Work book quiz on application and uses of carburetor. Teacher observation of Psychomotor skills.

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MASONRY **UNIT TOPIC** LAY BRICK TO A LINE **GRADE AGE LEVEL** 10th Grade **LENGTH OF TIME** 5 Weeks Submitted by Harry Hadfield Utica Free Academy	MAN AS CREATOR AND EXPLORER MAN AT WORK MAN IN HIS PHYSICAL ENVIRONMENT Safety is important in all phases of construction. The actual physical measurement to be maintained in building a project is important It is extremely important to wear safety glasses when cutting brick Spreading correct amount of mortar is an essential part in preparing to lay brick	1 AFFECTIVE: Given sand and lime, the student will be able to determine what consistency is best for the job by sight and feel PSYCHOMOTOR: Given a modular ruler each student will be able to lay out a story pole four feet high to within 1/16" of an inch COGNITIVE: Given 24 masonry terms, each student will write and explain each to 85% degree of accuracy COGNITIVE: Given a brick trowel and a cement trowel, each student will be able to make a sketch and identify each to 100% degree of accuracy COGNITIVE: Given a list of safety rules, each student will be able to identify which one to observe when using a particular tool COGNITIVE AND PSYCHOMOTOR: Given a line pin, line block and twig pin, each student will know which one is appropriate in hanging up a line as a guide all of the time. COGNITIVE: Each student will be able to identify the following to 85% degree of accuracy: raker jointer, modular ruler, brick spacing ruler, brick hammer, brick set. Each student will be able to compute number of bricks in a given wall when measurements are given to him to 85% degree of accuracy.	Design a safety poster referring to the safe use of the trowel, brick hammer, brick set and brick tongs Design and layout, then construct a 4' brick wall using running bond on a prepared work plan, lay out and lay up a wall in a basket weave pattern Make a drawing of an ideal work setting with relations to proper placement of materials and then reconstruct drawing in classroom shop Prepare a display of various types of aggregates used in the masonry field Compute the number of bricks and amount of mortar that will be used in a project that will be constructed by student	ART: Design and lay up a sculpture using brick as a medium SPELLING: Prepare a 50 word spelling list of masonry terms ENGLISH: Write a technical information composition on History of Brick, Brick Manufacture, Brick Clays, What do I Expect to Learn in Masonry Class and Why That is Important. MATH: Estimating brick as a part of a problem solving unit Concepts: Of the ancient water level used on pyramids. Cubic measurement	The student becomes aware of the need for making choices such as which type of brick and or cement will be suited for making a particular project The student will be able to identify alternatives in researching and reporting in writing advantages of such alternatives The student will be able to defend his choice of alternatives orally or in writing INTERNALIZATION: The teacher will ask student to respond orally or in writing after completing project, if he is satisfied with the choice he originally made. If the student is not satisfied, he will present reasons why he should have chosen another alternative if given the opportunity of redoing the project	In building materials: Concrete brick Lime mortar P.M. Common brick Standardized list of building material and tools. Teacher prepared Texts Complete Masonry Guide Book I, chap 1 to 6. N.Y.S. Masonry Syllabos at Albany 1972 sec. III pgs. 15-19 Vocational Training Guide to and for Student Projects nos 1, 2 & 3. Websters Dictionary Teacher-made study guides on information from texts. N.Y.S. Vocational projects planning and procedure sheets 1, 2 & 3. Bricklayers vocational training student text book S.C.P.I. chap 1 pgs. 1 to 4, chap II pgs. 4, 5 & 6. chap IV pgs. 25, 26, 27, 28 & 29. Films - Earth and Fire Structural clay products - 20 minutes, color.	The student will list his objectives for the term and one week before the end will re-evaluate by means of a prepared check list, his performance and knowledge and manipulate skills gained Administer teacher prepared test in hand tool skills and related knowledge in estimating material, evaluating criteria to be presented to student and discussed before examinations The student evaluates his project on the basis of the teacher prepared project evaluation sheet and hands it in when project is completed for teacher evaluation Write a paper on one of the following topics: 1- History of brick 2- Brick manufacture 3- New methods of handling materials. 4- What I have gained by taking the masonry course. Administer teacher-made test on computing bricks and mortar.

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VOCATIONAL - NON PRESSURE WELDING **UNIT TOPIC** **ELECTRICAL ARC WELDING** **GRADE AGE LEVEL** 10th - 12th Grade **LENGTH OF TIME** 13 Weeks - double periods, 5 days a week. Submitted by: Norman Goodrich Chairman, Technical-Vocational Department	**MAN AS CREATOR** Man has always shown ingenuity toward improving methods of doing a given task. He has shown many ways to extend his arm. The use of fasteners such as nails, rivets, screws and bolts have been developed and welding is another means of fastening. **MAN AT WORK** The "work ethic" - being busy and productive is inherent. Welding can provide a wage income from being productive. **MAN AT PLAY** Man has always had a vocation and avocation.. Today more than ever it is not only necessary that avocations be followed as a means of passing free time, but it is possible for a man to have a home workshop and welder with which to pursue his hobby.	1. A AFFECTICE Given the chance the student will judge the merits of the Electric Arc process of fusion welding to that of the Oxy-acetylene process and choose the best process for a given job he will undertake. His choice will be 95% accurate. B. Given the chance the student will judge the merits of a A.W.S numbered and coded rod as AC or DC in his choice of proper rod and welder for a given job. 2. Given the text "Basic Arc Welding" each student will take turns in reading all 30 units under the guidance of the instructor. At the end of the course a posttest will be given. A class average of 75% on 100 questions or re-call can be expected. 3. Given the text book, each student will follow all unit exercises, 6-30 and complete each to a 75-95% accuracy as perceived by the instructor.	1. Read the text for reference and background. 2. View demonstrations by the instructor on all units. 3. View transparencies to reenforce book. 4. View appropriate films as listed under resources. 5. Practice all units, 6-30 completing each as instructor indicates. A mark of at least 85 with maximum of 95 is reached on each. 6. Individual demonstrations by instructor to those not able to comprehend during first demonstration. Additional demonstrations where necessary followed by more individualized help as time permits. 7. If time permits, a student will be allowed the experience of fabricating a project based on skills learned.	ART: Design and layout a poster referring to "The safe use of the Electric Arc Welder". SPELLING: Prepare a list of 25 technical terms as a spelling test. ENGLISH: In cooperation with the English Department, the student will write a required English composition using Electric Arc Welding as his topic. MATHEMATICS: Compute the cost of a given project. Evaluate materials of fabrication, welding materials and electric energy used. SOCIAL STUDIES: Tracing the growth of Electric Arc Welding from yesterday thru-and significance in today's economy. SCIENCE: Write a lab report on the chemical action of Arc Welding.	The student becomes aware of the need for making choices, such as which type of metal to use for a given project and which type of rod to use for a given position metal or hardness of weld. The student will be able to identify alternatives by researching and reporting in writing, advantages of such alternatives. The student will be able to defend his choice of alternatives orally or in writing. INTERNALIZATION: The teacher will list one question on the final written examination for the student to reply to the question, "Is he satisfied with the choice he made?" If not satisfied, he can list reasons why he should have chosen another route, if given the opportunity to re-do.	Materials: Scrap steel from Bosserts Manufacturing Company, 3/16" or thicker A.W.S. rods E4510, E6012, E6013, E6010, E6011, E6024, E7024, E6027, E6020, all 5/32 diameter. Standardized list of Arc Welding Equipment. Texts: "Basic Arc Welding", Griffin, Ivan and Roden, Edward M., Delmar Publishers Inc. 1962 - Albany, N.Y. "The Welding Encyclopedia", Jefferson, T.B. (Ed.) latest edition, Welding Engineer Publications, Inc. 5826 Dempster St., Morton Grove, Ill. "Electrode Information Chart", Lincoln Electric Company, Cleveland, Ohio. Overhead Transparencies showing units assembled and other inserts from book to reenforce the book. Films: 16 MM Sound "Mig & Tig Welding" from Alco. "Oxy-Acetylene Flame, Master of Metals" from U.S. Department of Interior, Bureau of Mines, Pittsburg, Pa. "Cast Iron" from Bureau of Mines. "Phosporus" from Bureau of Mines. "Copper" from Bureau of Mines. "Steel Making Today" from Bureau of Mines. "Electric Arc" from Bureau of Mines. Demonstrations by instructor. Practical experience by students. Blue prints and drawings. Sample of all proper welds on display.	Each student will use an Electric Welder - (AC, DC or combination) and all safety equipment to demonstrate that he can produce acceptable welds with 85-95% degree of acceptability to the instructor. At the end of the 13 weeks he will be given a teacher-made examination to verbalize in answer form, to a degree of at least 65%, his knowledge gained as a result of his reading, observing and practical experiences. He will have an opportunity to "value" his experiences by means of a written statement based on the question, "Was this course in Arc Welding important to you and do you think it will help you in your future work?"

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
DRAFTING UNIT TOPIC SECTIONAL VIEWS GRADE AGE LEVEL SENIOR HIGH 10 - 12 LENGTH OF TIME Approx 5 Weeks Submitted by: J. Kabot Utica Free Academy	MAN AS CREATOR AND EXPLORER MAN AT WORK MAN AS CREATOR AND EXPLORER is a key to the problem solving methods involved in understanding the concept of sectional views MAN AT WORK forms the basis towards the necessity of knowing drafting principles A sectional view is one in which a portion of the object is assumed to be removed to reveal the interior details. A full section is a sectional view in which the cutting plane is assumed to pass entirely through the object. A half section is a sectional view in which the cutting plane passes half way through the object.	AFFECTIVE: Given chapter 11 of the text, the student will seek to determine the most effective sectional view. The student will choose the sectional view that most properly describes the object from a list of five COGNITIVE: The student will draw his solution to a sectional view problem with a 90% accuracy The student will list 8 outstanding characteristics of a sectional view from a list of ten. PSYCHOMOTOR: The student will perform the function of drawing his conception of the proper layout to the working drawing problem with a 90% accuracy. Given a sectional view problem, the student will construct the proper shape description to a 90% accuracy.	Each student will seek to determine the most effective sectional view from the front, top, and side projections Each student will judge the most suitable arrangement of views to minimize hidden lines and to aid in the clarity of the sectional view Having arrived at a solution each student will draw a sectional view for the problem The student will write the outstanding characteristics of a sectional view The student will demonstrate his ability to do sectional views with the use of mechanical drawing instruments. The student will demonstrate his ability to do freehand sectional view problems	ART Appreciation of line quality MACHINE SHIP Shape and material determine machine shop processes MATH Angles, angles in adjacent material measurement and distance estimates METALLURGY Common metals used and their designation Simple stresses. PHYSICS Heat and friction.	The student will recognize the need for choice in doing sectional view problems The student will identify the alternatives in so far as sectional view methods positioning and shape description are concerned The student will indicate by practical demonstration his ability to solve sectional view problems The student will be able to name or describe the alternatives involved in the process of completing a sectional view drawing The student will make use of mechanical drawing materials to solve sectional view drawing problems.	Each of the aforementioned experiences will include the use of at least one of the following resource or material Textbook Technical references Writing materials Drawing pencils Drawing paper Scales T Squares 45o Triangles 30o-60o Triangles Compasses Ellipse templates Circle templates The textbook to be used is "Basic Mechanical Drawing" by Cecil Spencer The book is published by the MacMillan Co. New York. The chapter to be used is #11, "Sectional Views", pages 164 th[illegible] 180 A supplimental text to be used is "Drafting Simplified" by Elmer Rotmand. The book is published by Delmar Publishers Inc., Albany, N.Y. The chapter to be read is Unit D, "Sectional Drawings", pages 106 through 135. Problems aré assigned from the student work book.	Student evaluation will be done in one or more of the following methods Student teacher discussions during the period of problem solving Freehand drawings of possible alternatives to the problem. This will also serve to aid the student in visualizing the most effective manner of presentation Testing and/or a mechanical drawing will be done by the student to see if he understands the sectional view concept A mechanical drawing will be submitted by the student to demonstrate his understanding of sectional views Because of the nature of mechanical drawing there is an on-going process of skill development. Continual checks are made of student process in this phase of drafting. It is expected that at least 80% of the students will be able to maintain a passing grade of 65% for the course.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
AUTOMOTIVE MECHANICS UNIT TOPIC DRUM BRAKES GRADE AGE LEVEL 10 - 12 LENGTH OF TIME Approximately 10 Weeks Submitted by: Mr. Dunbar Proctor High School	MAN AND THE MACHINE MAN AND THE SIMPLE MACHINE THE MACHINE AND WORK WORK AND MAN The student must have a basic knowledge of simple machines and friction Each student should understand the importance of brakes and the laws which regulate brake performance The fact that brakes are not trouble-free, creates the need for someone in the community to repair such a unit. State inspection laws require the inspector to have a working knowledge of brakes. Grinding brake drums is an important segment of a brake job. Cutting speeds, tool bit and drum diameter must be considered. Spring tensions are important to retain brake shoes to backing plate and as returns when brake is released. It is important that bearing be covered as part of this unit is that they often have to be removed when working on front brakes. Mechanical brakes (parking brakes) must also be studied. The extent to which this is important mainly involves leverage.	Given a standard set of brakes, each student will be able to trace the torque relationship of the shoes to the drum and retainers to 100% accuracy Given a brake drum the student will be able to mike the brake drum to within .005 inches Given a brake lathe, the student will be able to turn a brake drum on the lathe to, but not to exceed legal thickness Given a set of shoes, the student will be able to turn the radius of the shoes to conform with the size of the brake drum 100% Given a wheel cylinder on a backing plate, the student will be able to remove, rebuild, and place the wheel cylinder to 100% accuracy. Given a standard brake arrangement with self adjusters, the student will be able to trace the torque related efforts which accuate the adjusters, to 90% accuracy. Given a brake arrangement containing a parking brake (rear) the student will be able to assemble the parking brake as an integral part of the brake assembly. 100% accuracy. Given a master cylinder the student will be able to describe the operation of this unit and trace the pressure to the wheel cylinders, both when applied and then when released to 90% accuracy.	Sketch the torque relationship of a brake system when the car is in forward and again when it is moving in reverse Disassemble and reassemble a brake shoe arrangement Remove and replace a wheel cylinder Rebuild a wheel cylinder to include honing Blead a brake system Turn a brake drum on the brake lathe using proper adapters Clean, pack with grease and adjust front wheel bearings Complete a N.Y.S. inspection of brakes Turn the radius of the brake shoes Check spring tensions. Rebuild a master cylinder.	PHYSICS: Hydraulics and mechanical energy Leverage Torque Friction MATH: Cutting speed Formula. Measuring in decimals. ENGLISH: List of terms and definitions: 1. Hydraulic 2. Leverage 3. Asbestos 4. Tension 5. Torque 6. Actuating 7. Friction CHEMISTRY: Bonding.	The student will become aware of the extreme importance safe brakes play in the automobile. Each student will become familiar with the N.Y.S. laws on brakes The student will begin to accomplish successful trouble-shooting sequences to determine a problem with brakes. He is forced to make choices in this progress to solving a problem which must be corrected to 100% efficiency The student will be directly responsible to the owner or customer for evaluation of the work done. Thus the customer and teacher are two deterrents to prevent haphazard work	Teacher's car and other cars from outside sources Student cars Texts: Automotive Mechanics, Crouse, Wm 5th ed Automotive Diagnosis and Tune-Up, Wetzel, Guy Automotive Chassis and Body, Crouse, Wm University Physics, Sears & Zermansky Chemistry the Atoms & Their Molecules, Martin Motor's Repair Manual S Motor Glenn's Auto Repair Manual S, Chilton Automotive Service, Kuns. Filmstrips: In school: Chrysler Corp. G.M. Corp.	Practical Exams: A Remove, replace and adjust brake shoes B Set up a brake drum to be turned on the brake lathe Written exams: Parts list Special tool names Draw diagrams Trace mechanical energy Notes: Complete and orderly To include written class assignment questions and all hand-out sheets

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CARPENTRY HOUSE-BUILDING UNIT TOPIC EXTERIOR TRIM GRADE AGE LEVEL 11th & 12th LENGTH OF TIME 10 Weeks Submitted by: Mr. Reppel Utica Free Academy	MAN AT WORK MAN AND HIS COMMUNITY Make a plan of project and bill of materials Include list of correct safety procedures especially important in using power tools Layout Accurate measurement to cut material to a limited dimension is essential in sawing material A student should be able to identify and use different types of nails and fasteners and their sizes A student should know the different types of wood e.g. (hard) (soft) and their grades e.g. clear, select No. 1, No. 2 etc.	COGNITIVE Given a test sheet, with required length measurements each student will layout and measure each length to within a sixteenth of an inch Given safety rules a student will be able to select ones to observe in each particular machine and project Each student will be able to select and properly use the correct fasteners, in building project Given a list of materials a student will be acquainted with the properties of each material to be aware of its relative advantage in use.	Cut to correct lengths and install a. A box cornice and open cornice b Window frame door frames c Flashing materials d Roofing materials Install porch decks and stairs Measure to length and apply vertical and horizontal siding, e.g., clapboards, shingles, shakes wood or aluminum	ENGLISH Write technical information compositions on types of roofing material cornices windows and roofs SPELLING Prepare a spelling list of words using technical terms related to trade ART Design, safety posters in use of hand tools, power tools and machinery MATH Compute board measure and cost from bill of materials	A student learns the importance of making decisions as to how he can best do the job and be able to defend his choice Student learns from actually doing 1 Layout 2 Cutting 3 Installing	Films on exterior trim Text Books Walter Durbahn Carpentry Volume I Durbahn & Sandberg Carpentry Volume II Pamphlet from lumber companies Brochure from supply houses Standardized list of wood working materials. Smith, R.E. Woodworking with machines	Each student evaluates his objectives against a prepared check list relating to his performance and knowledge gained 1- Quality of work 2- Speed 3- Quantity of work Administer teacher made tests of related information to exterior trim work

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CABINET MAKING UNIT TOPIC AVOCATIONS GRADE AGE LEVEL SENIOR HIGH SCHOOL 12th Grade LENGTH OF TIME 5 Weeks Submitted by: Leo Arsenault Proctor High School	MAN AT WORK MAN AT PLAY MAN & HIS SELF IMAGE MAN AS A CREATOR MAN & HIS COMMUNITY MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS INTIMATES 1 A home workshop will be of great assistance in maintaining a home. 2 Hobbies are essential for proper relaxation. 3 Refinishing furniture can be very satisfying. 4 Restoring antiques is both profitable and enjoyable.	AFFECTIVE 1 Given a plan sheet, a list of machine tools, and a list of hand tools each student will be able to plan and layout a workshop for 85% efficiency of operation. 2 Given a sheet of paper specifications and drawing tools each student will design a two tiered coffee table to standard specifications. COGNITIVE 1. Given 10 samples of wood, each student will identify each kind to 85% of accuracy. 2. Given 10 photographs of period pieces of furniture, each student will correctly identify 8. SESNORY, PSYCHOMOTOR 1. Given a finished piece of wood and a step procedure, each student will remove the old finish and apply a new finish to 95% of accuracy. 2. Given a broken spindle, each student will satisfactorily repair and replace each piece to within 90% of accuracy.	1 Make a list of the machines and hand tools necessary for a home workshop. 2. Design a workshop layout for the greatest efficiency of operation. 3. Prepare a list of standard furniture sizes and specifications. 4. Gather and label 10 different kinds of wood samples. 5. Prepare a step by step procedure for refinishing a dresser. 6. Prepare and label 5 colors of stain on pine wood, 3 colors on cherry and birch and 2 colors on walnut and mahogany. 7. Collect, label, and mount on a finished piece of plywood 20 different examples of furniture designs. 8. Remove the old finish from a piece of furniture. 9. Repair a broken spindle. 10. Prepare a list of 10 hobbies related to woodworking. 11. Prepare a stock list for a coffee table. 12. Compute the amount of lumber required for your project. 13. Compute the cost of all materials for your project. 14. Using the tool manuals, prepare a cost sheet for machine and hand tools listed for the home workshop. 15. Prepare a wiring diagram from the layout for the home workshop. 16. Prepare a list of materials required for refinishing a chair. 17. Write an essay on the technique required to restore an antique table.	ENGLISH 1 Write a technical paper on the restoring of antique furniture. 2 Prepare a list of trade terminology (vocabulary) related to woodworking. 3 Read and trace the development of furniture throughout history. MATHEMATICS 1 Compute the amount of lumber, in board feet, required for a project. 2 Figure the cost of all materials for a project. ART: Design and draw (sketch) the following: a. A coffee table. b. Layout for a workshop. DRAFTING: 1. Make a scaled drawing of a workshop showing the location of all machines. 2. Prepare a detailed orthographic drawing of your coffee table. ELECTRICAL: 1. Prepare a wiring diagram of workshop. 2. Prepare a stock list of materials required for wiring a workshop.	1 The student becomes aware of the need for making choices such as, which tools to purchase and will defend his choice orally and in writing as to types uses and costs. 2 The student will defend his choice of specifications for his table design and will respond to alternatives from the standards set down. He will identify the alternatives and become aware of the consequences of deviation. 3. The student will make a decision of the consequences of not following prescribed order in the restoration and refinishing of an antique table and will follow thru by re-evaluating his position. Given the opportunity orally and in writing, the student will analyze the actions, choices, and decisions he has made and will defend his feelings, attitudes, interests and behavior as well as the consequences of alternatives from each of these.	In house resources and materials: 1 Existing hand tools and machine tools (a great variety) 2 Existing variety of handbooks and catalogs of materials and tools. 3 Variety of wood samples. 4 Finishing supplies: a. Stains. b Topcoats. c Removers. d Brushes. e Solvents. f Fillers. 5 Textbooks. (a) Cabinet making and Millwork, Feirer (b) Woodworking Technology Hammond. (c) I.A. Bench Woodworking, Feirer. Reference Books: 1. Colonial furniture making, Shea. 2. Furniture for the Amateur Craftsman, Harmes & Bruce. 3. Fine Furniture for the Amateur Cabinet Maker, Marlow. 4. Early American Furniture, O'Neil. 5. Modern Wood Finishing, Waring. 6. Finishing Materials and Methods, Soderberg. 7. Building to Scale, Smith & Hoppe. 8. Re-Finishing Furniture, Kuhn. 9. Make-It Yourself For the Home Craftsman, Livingstone. 10. Contempory Wood Furniture, Menke. Instructional Charts: 1. Woods. 2. Wood joints. 3. Tools and uses. 4. Lumber industry. 5. Tool maintenance. Film strips: 1. Woodworking tools and machines - set of 14 film strips. Sound Films: 1. Safety. Safety Charts on: 1. Tools - both hand and machines. 2. Safe work practices. 3. Safety guards. 4. Safety equipment. 5. Fire preventions. 6. Safety codes. 7 Preventive maintenance. Community Resources: and out of Building Materials: 1. Adirondack industries. 2. J-K Lumber Co. 3. Doyle Hardware Co. 4. C C Canada Lumber Co. 5. Stanley Tool Co. 6. Carriage House.	1 Teacher will closely observe work procedures and will evaluate each student on a daily basis. 2 Teacher-made tests and quizzes on all phases of learning experiences. 3 Teacher and student will discuss orally and analyze each of the 17 items listed under learning experiences.

FOREIGN LANGUAGES

181

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
FRENCH UNIT TOPIC HOLIDAYS & CUSTOMS GRADE AGE LEVEL Level I LENGTH OF TIME All First Year Submitted by Joseph Jarostchuk, Gloria Dybas Claire Colosimo & Connie Damon	The following concepts apply to the generalizations listed below MAN AND HIS PHYSICAL ENVIRONMENT MAN AND HIS COMMUNITY MAN AND HIS INTIMATES MAN AND HIS SELF IMAGE MAN AS A CREATOR MAN AT WORK MAN AT PLAY MAN AND HIS GODS MAN AND HIS ASPIRATIONS Generalizations 1 A study of the holidays and customs of a nation leads to a better understanding of that people (a) The celebration of holidays of a society affects how it's people live (b) The customs of a society affects the attitudes and feelings of it's people 2. Holidays and customs are expressions of the culture and life style of a people 3 There must be an awareness of the similarities and diffences between cultures 4. Religion, music, art, dance, and cooking, play an important role in the celebration of holidays.	AFFECTIVE 1 After viewing a filmstrip and/or a film presentation of a holiday celebration the student will be able to verbally criticize the actions of the celebrants 2 After hearing or being exposed to a certain foreign tradition, the student will argue the validity of this foreign custom by giving several points to why this shouldn't be implemented in his own country Both of the above are to be judged by the teacher with 80% accuracy required COGNITIVE 1. Given a list of holidays celebrated in the target country 75% of the students will give the date and means of celebration of said holiday with 70% accuracy 2. Given a list of social life customs 75% of the students will identify those pertaining to the country being studied with 70% accuracy 3 Given a name of a holiday, 75% of the students will be able to list with 85% accuracy five similarities and 5 differences in celebrating the same holiday in their own country PSYCHOMOTOR 1. Given a list of foods 75% of the students will construct a menu which would be used in a restaurant in the foreign country with 90% accuracy. 2. Given a name of a province 75% of the students will draw a picture of the custumes pertaining to that province with 70% accuracy.	1 Student will view slides films and filmstrips about the customs and holidays 2 Student will read from available classroom texts and magazines about customs and holidays of the country studied 3 Student will attend a performance of the traditional dances if it is scheduled in the area 4 Student will debate about a foreign custom with a native and exchange student (or write a short paragraph about the validity of the custom) (Reasoning Skill recognizes relationships among objects and facts) 5 Student will identify the principle holidays, where and how they are celebrated (Reasoning Skill produces and uses relationships among objects and facts) 6 Student will make a calendar listing all important holidays 7 Student will make greeting cards in the foreign language 8 Student will make articles associated with the celebration of holidays 9. Student will demonstrate the way the people of the country greet each other and take leave of each other 10 Student will identify foreign customs 11. Student will make a chart which describes the similarities and differences between holidays in his own country and those of the foreign country. 12. Student will prepare a foreign meal take an excursion to a foreign restaurant Prepare a seasonal bulletin board depicting traditional holiday foods 13. Student will sketch pictures of the costumes worn during holidays.	LIBRARY Student will use it for research and reading SOCIAL STUDIES Student from a foreign class will contribute to the discussion when a country whose language he is studying will be covered SOCIOLOGY AND PSYCHOLOGY Student will talk about attitudes feelings and life style of different people HEALTH Student could talk about foreign food and beverages contributing to people's health HOMEMAKING Student will make posters, greeting cards MUSIC Student will sing songs learn a foreign musical composition MATH Student will learn the metric system of weights and measurements PHYSICAL ED Student could learn a foreign dance	The following are statements that should lead to class discussions and thus the identification and internalization of alternatives A Statement Learning a foreign culture is worthwhile and valuable (Value clarification) 1 Knowledge of a foreign culture contributes to the environment of your own life 2 Foreign culture has made valuable contributions to civilization 3 Learning a foreign culture is worthless and a waste of time 4. You are better off knowing just your own culture. 5 Foreign countries should adapt American culture since we are the worlds greatest power B Statement Some foreign students drink wines in schools (Value clarification) 1 Drinking of wines should be implemented in our schools 2 Drinking of wines should not be allowed in schools 3 Drinking of wines is good for one's health 4 Drinking of wine leads to alcoholism Student would choose one position based on his reasoning and sensitivities Internalization will be evaluated by observing his participation in and reaction to a debate and/or by having him write exactly how he feels at this point in time	Filmstrips El Deporte la Corrida A Year in France Noel Muttertag In a German School Books All the Best in France Clark Getting to Know Spain Day Italian Culture by Cagno Records O Tannenbaum Canciones Italian Folk Dances A comprehensive resource list of the above is available at the foreign language offices in Proctor U F A and J F K High Schools	1 Given a series of special celebrations in the target language and a series of activities which may occur during such celebrations the student will properly match the activity to the celebration 2 The student will write a paragraph of 10 sentences describing a holiday or custom. Evaluation tool for learning experience no 4 3 Student will write a paragraph describing the simularities and differences of celebrating Christmas between the two countries Include religious activities, food gifts and other traditions 4 When shown a series of pictures of people the student will name the clothing worn and describe the physical appearance of the people Evaluation tool for learning experience no 5 5 Given a list of holidays and the dates they are celebrated the student will match the holiday with its corresponding date 6 Given a list of foreign dishes, the student will identify those common to the country he is studying 7. Given a name of a dish and a list of ingredients the student will select the ingredients used in the preparing of the dish

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FRENCH UNIT TOPIC LITERATURE GRADE/AGE LEVEL FRENCH LEVEL III, IV LENGTH OF UNIT 7 WEEKS	The following concepts apply to each of the generalizations. 1 - MAN & HIS ASPIRATIONS 2 - MAN & HIS GODS 3 - MAN & HIS INTIMATES 4 - MAN & HIS SELF-IMAGE 5 - MAN IN CONFLICT 6 - MAN & HIS COMMUNITY 7 - MAN & HIS PHYSICAL ENVIRONMENT 8 - MAN AT PLAY 9 - MAN AS CREATOR & EXPLORER 10 - MAN AT WORK GENERALIZATIONS: 1 - Comedy - comedy exposes human shortings and vanity. 2 - Fables - Fables satirically point up man's actions and reasoning by the personification of animals. 3 - Drama - Drama establishes man in some form of conflict within his being. 4 - Essay - An essay states ideas and feelings about a particular subject or person.	AFFECTIVE: 1 - Given a fable of La Fontaine and one of Aesop, each student will judge each by writing three similarities of literary style between the two with 100% accuracy. 2 - Each student will identify the main character from "Le Bourgeois Gentilhomme", and criticize him for his human faults. COGNITIVE: 3 - Given a list of 17th century French literary works, each student will identify the major plays of Moliere on the list with 100% accuracy. 4 - Given the author Montesquieu, each student will list three titles of his essays with 100% accuracy. PSYCHOMOTOR: 5 - Given a 20th century play by Camus, each student will act out a character of the play with his or her classmates identifying each character with 90% accuracy. 6 - Given a picture of the stage for a Moliere comedy, groups of students will construct a miniature; other groups will light the stage for dramatic presentation; others will costume dolls in character for the presentation. This will be done with 90% accuracy.	1 - The students will read fables of Aesop and Le Fontaine. 2 - The students will act out the roles of characters pertaining to the fables. 3 - The students will view a play of Moliere at a theatre. 4 - The students will read a Moliere play. 5 - The students will listen to a Moliere play in French by means of a tape recorder. 6 - The students will read "The Stranger," by Camus in drama form. 7 - The students will attend a live performance of one of Camus' works.	1 - The student will read Greek Literature - The fables of Aesop are similar to those of La Fontaine. 2 - The student will discuss the effect of psychology - human behavior in the characters of the fables. 3 - Psychology - human behavior in both the comedy of Moliere and the play of Camus. 4 - The student will discuss the effect of Sociology - man's place in society and his relationship to his fellow man. 5 - The students will view a stage play so that he can come to realize the blend of all arts in the live presentation. 6 - Industrial Arts construction of a Home Arts; costuming dolls, Vocational: Lighting the stage.	The following are statements that should lead to class discussion and the identification - internalization of alternatives. 1 - Camus "Stranger" was a person void of emotions and feelings. 2 - The trial of the Stranger was just considering all factors in the murder. 3 - The Stranger sought death as a comfort to a miserable life. ALTERNATIVES - The Stranger was a person void of emotions and feelings. 1 - The Stranger could not express his true feelings. 2 - The Stranger was totally void of all emotions 3 - The Stranger was misunderstood by his society.	1 - The fables of La Fontaine (book) tape recordings of these fables. 2 - Moliere comedies including "Le Bourgeois Gentilhomme" in booklet form. Tape recordings of this play, records of this play. 3 - Film strip: "20 Centuries of French Literature", The play "The Stranger" tape recordings and records of this play. 4 - French daily paper "France - Amerique" magazines - Paris Match All these materials are in the foreign language department at Proctor H. S. Theatre performances at local colleges and the Regent Theatre in Syracuse, N. Y.	Camus' "Stranger" Written test Compare the idea of fate as opposed to free will. How does the Stranger deal with each? Prepare a scene depicting a confrontation between the Stranger and St. Peter. Draw a chart depicting the decision making process in the mind of the Stranger. Each student will enact in pantomine in one minute actions of one character from the novel. Test on Moliere's "Le Bourgeois Gentilhomme" Written 1 - Write the names of eight Moliere comedies. Write a 200 word composition in French on the main character in "Le Bourgeois Gentilhomme." Describe his personality and character.

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GERMAN UNIT TOPIC SHOPPING GRADE AGE LEVEL German-Level I High School Level 9 - 12 LENGTH OF TIME 7 Weeks Submitted by Ilse Grausy	The following Concepts apply to each of the generalizations 1- MAN AND HIS ASPIRATIONS 2- MAN & HIS INTIMATES 3- MAN & HIS SELF IMAGE 4- MAN IN CONFLICT 5- MAN & HIS COMMUNITY 6- MAN & HIS PHYSICAL ENVIRONMENT 7- MAN AT PLAY 8- MAN AS CREATOR & EXPLORER 9- MAN AT WORK Generalizations 1- Shopping reveals human aspirations, likes and needs, as found in target country 2- Shopping together with others involves and exposes human relationships. Equally, attitudes of and toward sales personnel gives insight into behavior patterns, as found in target country 3. Shopping reflects the traits peculiar for a people. 4- The value system of a people will affect choices, possibly make for bargaining, or for overpaying (over-extending oneself). 5- The size of a community decides shopping patterns. In Germany more specialty shops are found in small towns than in large cities. Shopping in a small German community reveals social patterns. 6- Shopping is conditioned by physical environment which may call for a variety of seasonal clothing, or of certain types of dwellings, and affect also diet. The physical environment also accounts for special products of a country, i e. wine, steel, etc.	AFFECTIVE 1 Given a catalogue of a major American mail order house and one of the leading German mail order companies, student will try to pin-point basic differences in value system with 90% accuracy as judged by the teacher 3 Given clippings of department store advertisements, from American and German newspapers, resp. student will attempt to find basic differences in attitudes with 90% accuracy, as judged by the teacher COGNITIVE 5 Given a list of 10 German products student will be able to pin-point that area, or city in which they are produced, or manufacture with 100% accuracy (A "matching test" is suggested) 7- Given a list of favorite German sports and other festivals, student will be able to connect them with a certain German city or area with 100% accuracy. (Again, a "matching test" could be used) 9- Given a list of German words denoting various occupations, student will be able to give the English equivalent for that vocabulary item with 100% accuracy. (Either thru matching test, or use of photographs or other illustrations). SENSORY PSYCHOMOTOR - All of the objectives below are to be performed with 90% accuracy as judged by the teacher. 1- Role-playing. Students will act out various scenes in a "German store". Each student will be able to act out role of typical American tourist and German sales person, in German language.	1- The students will view advertisements in German language newspapers, magazines and catalogues. Reasoning Skill: Sees relationship among objects perceived from different points of view 2- Evaluation: The students will read advertisements for vocabulary learning, and then tested on that vocabulary 3- The students will explore prices advertised, comparing them with prices of simular items in U.S. 3- The students will study advertisements for emphasis. (Is emphasis on price, or quality?) 4- The students will write advertisements for "their business" in German 5- Students will set up their own "store", each bringing merchandise items, labeling them in German and pricing them in German currency 6- Students will compare German and American currency determining current value in dollars and/or cents 7- Students will learn about German measurements, and the Metric System, making comparisons with American measurements 8. Students will "play store", acting out roles of customers and sales personnel. 9- Students will learn vocabulary items depicting specific sales and store personnel (Verkaufer/in/, Einkaufer /in/, Verkaufsleiter/in/, Kassiererin, Buchhalterin, Lehrling, Chef/in, Lagerhalter, "Stift", Telefonistin, etc.) 10- Students learn German vocabulary for different textile goods (Wolle, Baumwolle, Seide, Tricot, etc.) 11- Students learn German	HUMAN DYNAMICS: Student will act out the customer, sales personnel, and/or the employee, employer confrontation. COMMERCIAL: Student will demonstrate how to communicate in the business world. Student will type out labels, advertisements, business letters, forms, etc. Student will learn about qualifications needed in Germany to hold certain positions (apprenticeship requirements). Student will become more aware of functions of those working in retail business. Student will have an opportunity for practical experience in "cashing a travelers Check abroad". Student will develop skill in filling out miscellaneous forms, i.e. price tags, invoices, credit memos, receipts, checks, drafts, etc., in target language ART: Student will decorate "store", design advertisement and, possibly learn about most popular artists and paintings in target country MUSIC: Student will become familiar with German music, both classic and popular, from simulated "record purchases, or selections". Names of instruments. SOCIAL STUDIES: Student will become familiar with costumes in various parts of Germany (Bavaria, Bueckeburg, Schwarzwald, etc.) Student will, in short, be stimulated to develop greater awareness of the valuable contributions of the German people to technology Student will learn about German civilization and develop an understanding and appreciation of its similarities and contrasts, and its contributions to world civilization	The following statements should lead to class discussion and the identification internalization of alternatives: Value Clarification 1 There is more advertising by retail stores in America than in Germany 2- The gift giving in Germany varies greatly from that in the U.S. (Smaller Christmas gifts, but gifts on more occasions, to family members, friends, hosts, employees) "Der Deutsche ist sehr aufmerksam". 3- The average German customer looks for quality, rather than novelty, when buying clothes 4- Items are again appearing in German stores, which remind of the fateful Nazi Regime 5- Outwardly, small German communities appear not to be affected by changes in city life style 6- The life style of Germans in Southern Germany differs greatly from that of German population in North Germany 7- Germans are known to be enthusiastic hikers (Pfadfinder), football players, gardeners and travelers Family games have not changed over the years: Muhle, Mensch, argere dich nicht, Lotto, Skat are old favorites. Playing for money is frowned upon 8- The German craftsman and artisan take great pride in their work 9- It is generally maintained that "Deutsche Qualitatsarbeit" is superior to American workmanship	BOOKS Atlantik Brucke, publ. Meet Germany, Hamburg, 1969 Fed. Republic of Germany, publ. Vacationland Germany n.d. do., Happy Days in Germany, n.d. Abels, Joel M., ed. Germany, Travel Trade, New York, N.Y. n.d. Schneider, Rudolf, Guten Tag, Langenscheidt, Berlin, 1974 do. and Ernst Behrens, Guten Tag, Wie Geht's, Langenscheidt, Munchen, 1972 Knubel, Hans, Deutsche Landschaften, Ernst Klett Verlag, Stuttgart, 1970 Syrop, Else, Deutsche Lunder und Leute, Keystone Ed. Press, N.Y.C. 1965 Rees, Goronwy, The Rgine, Puttnam & Sons, N.Y. 1967 Drath, Viola Herms and John Winkelman, Reporter in Deutschland, Holt, Rinehart and Winston, N.Y. 1959 German Information Center publ. Germany/Questions and Answers, New York, 1973 Wenz Pforzheim, Geschenk Katalog '74 Die Quelle, Katalog (mail order) '74 Sears, Roebuck & Co., Catalogue '73 Orton, Eric, Reise nach Hamburg, London, '68 Moeller, Jack a.o., Blickpunkt Deutschland, Teachers Ed., Goughton Mifflin Co., Boston, 1973 Marcus, Eric, Wir reisen nach Deutschland, Holt Rinehart & Winston, New York, 1964 Sparks, Kimberly & Edith Reichmann, So Ist Es!, Harcourt Brace Jovanvich Inc., N.Y.S. '72	Fill Ins 1 Im Winter trage ich Kleider 2 In Deutschland sind die Geschafte Nachmittag geschlossen 3. Das Munchener trinkt man auch in Amerika 4 In Deutschland gibt es noch viele Geschafte 5. Ich brauche zwei Funfpfennig stucke. Konnen Sie dieses wechseln? Answers to English Questions (in English) 1 Which typically German products would we order from: a. Solingen b. Nurnberg c. Essen d. Offenbach e. Westphalia Simple Grammar items: verb endings separable prefix verbs interrogation prepositions commands adjective endings ORAL - Student evaluation will take place while he is involved in role-playing and communication process Possible questions: How would you say in German: 1 "I am looking for " 2 "Could you show me " 3 "How much is that?" 4 "I would prefer " 5 "Do you have anything less expensive?" 6 "Allright, I take this " 7 "May I pay by check?" 8 "Charge, please" 9 "Could you send this to my home?" 10 "Please call me in the office." WRITTEN Possible assignments: Give rejoiners to such sentences as: 1 Die Krawatte passt nicht zum Anzug 2 Haben Sie sonst noch einen Wunsch?

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN THER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
GERMAN **UNIT TOPIC** SHOPPING **GRADE AGE LEVEL** German Level I High School Level 9 - 12 **LENGTH OF TIME** 7 Weeks Submitted by Ilse Gra	7 Shopping for sports and leisure time activities reveals "the German at Play" 8 German craftsmanship and workmanship are well known and much appreciated throughout the world and make for interesting and worthwhile shopping Tourists are aware of the lasting values with which they return from their travels to Germany 9 Shopping in Germany often brings shoppers in direct contact with merchants, trades people artisans and unskilled laborers. This contact presents a good opportunity to discuss work patterns, working conditions, and work connected problems	2 Given a situation student accompanied by a "friend" or "family member" will act out typical shopping scene in a German store or shop in target language 3 Given a reason to shop for a "birthday present" one or more students will browse in German department Store making subjective choices all in target language 4 Role playing Due to insufficient amount alotted for purchase student or students must make decisions as to whether they should incur a debt all in target language of course 5 Role playing "Hans" tells newly arrived American exchange student "Scott" about shopping in specialty shops in the small community in which they find themselves (In German of course)	vocabulary for different Metals (Gold Silver Kupfer, Messing Zink Stahl etc) 12 Students learn German vocabulary for different Woods (Eiche Tanne Kirschholz Akazien Buche etc) 13 Students learn German vocabulary for different Foods typical for Germany (Scoinken Pumpernickel, Eiserpfannkuchen, Berliner Pfannkuchen Speck Ganse und Enterbraten Sachertorte, Pflaumenkuchen Sauerbraten Spatzle Kartoffelklosse Kartoffelpfannkuchen Knabbel etc) 14 Students will learn about geographical origin of certain German products. 15 Students will learn about German handicrafts and the location where they can be found (Cuckoo clocks Schwarzwald, etc) 16 (i e china from Nymphenburg and Meissen, leather goods from Offenbach wood carvings from Schwarzwald, Loden from Bavaria heavy machinery from Ruhrgebiet, toys from Nuernberg marzipan from Lubeck, etc)	HOME ECONOMICS Student will acquire factual information about typical German foods and their preparation (recipes) Students will learn about major German holidays and their celebration special foods and customs Student will learn about Family Relationships in Germany about German Youth role of parents and peers "Shopping trio" may bring students to "German restaurant", for discussion of different eating habits, table settings etc	In order to supplement its labor force, after World War II, Germany granted temporary visas and work permits to more than two million guest workers from Turkey, Spain and other underdeveloped countries. The resulting problems are manifold	Drath, Viola Herms and Otto G Graf, Typisch Deutsch rev. Holt Rinehart & Winston New York 1969 Marcus, Eric, Deutsche Jugend von Heute Holt Rinehart & Winston New York 1967 The Dickens Pressm publ Germany West Germany and Berlin London E.C 4 n.d FILM STRIPS: "We Go Shopping" "Geburtstagsparty" "In a German School" "Traffic in Germany" "Deutschland" Transparancies, Slides, Picture Postal Cards.	3 Gehoert Ihnen dieser Hut? 4 Dieser Koffer ist zu teuer fuer mich 5 Passt Ignen die Bluse? 6 Ich finde es sehr geschmackvoll 7 Ich habe Schugrosse 42 8 Haben Sie sonst noch etwas zu besorgen? 9 Wie gefaellt Innen die Farbe? 10 Die Jacke ist modern aber Identify Vocabulary: i e Geld verdienen, etwas bestellen funktionieren, bequem Kleingeld von Kopfs bis Fuss, meine Uhr ist stehen geblieben Das ist kinderleicht Sie irren sich. Meine Lieblingsfarbe ist

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SPANISH FRENCH ITALIAN **UNIT TOPIC** TRAVEL **GRADE AGE LEVEL** Levels I, II, & III **LENGTH OF TIME** 5 Weeks Submitted by: Anthony Scalzo, Jean Pettigrew, & Suzanne Joynt	MAN & HIS SELF IMAGE MAN & HIS INTIMATES MAN & HIS PHYSICAL ENVIRONMENT Travel enables a student to learn about other people and events, past and present, in their setting. Travel emphasizes an awareness of, and limits the negative effects of ethnocentrism (the belief in the inherent righteousness or superiorities of the ways one has been taught). Travel educates and informs; every step is a new experience to be incorporated into the learning process. Travel offers the opportunity to apply learned behaviours in an authentic living situation.	COGNITIVE: Given the foreign monetary system, the student will be able to correctly identify both currency and coin and be able to approximate their U.S. worth with 90% accuracy. PSYCHOMOTOR Given four modes of transportation (walking, taxi, bus, subway), the student will demonstrate the ability to arrive at a specified point with 100% accuracy. AFFECTIVE Given a situation in which a foreign traveller is misinterpreted by a North American waiter, the student will volunteer to explain the basis of the problem with reference to bilateral ethnocentrism.	1. Student will become familiar with foreign currency through classroom exhibits and simulated buying experiences. Reasoning Skill Recognizes relationship among objects and facts. EVALUATION Student will function with 100% accuracy relative to foreign currency as per simulated purchase. 2. Student will bring in whole page ad (grocery, discount house) and convert prices to foreign standard. 3. Student will construct a map, after having heard or read directions from one point to another. 4. Student will, after having seen a map with a route plotted out, give directions to a classmate without the use of said map as a visual aid. Second student will draw map. 5. The student will listen to taped scenarios in which a conflict occurs, and then discuss the basis of the conflict. (native and North American). 6. Student will write a skit or scene depicting some aspect of cultural conflict. (North American and visitor).	ECONOMICS Student will read the Wall Street Journal and be able to interpret current American dollar/foreign currency exchange rate. GEOGRAPHY Student will study geographic factors which influence industry, labor, agriculture and daily life. WORLD LITERATURE: Students will read works written by travellers in the lands of the target languages or stories by Europeans retelling experiences in America.	The following is a statement which should lead to class discussion and the identification and internalization of alternatives. VALUE CLARIFICATION: Europeans believe all Americans who travel are very wealthy. 1. American consumer society is credit-card, deferred-payment oriented. 2. Standard of living is higher in U.S. than in most other countries. 3. People who travel are either wealthy or on student trips. 4. Americans tend to deny themselves over a period of time, to be able to splurge.	All resources are available in the Proctor Language office or at J.F.K. 1. Collection of specimen monies Conversion charts. Bank visit. 2. Foreign newspapers Magazines. Foreign purchased items with price tags. 3. Various city maps. Teacher-made tape recordings. Subway and bus routes. 4. Blank maps. 5. Teacher-made tapes. Un ano en el otro mundo. Mis paginas mejores, both by Julio Camba. 6. Un ano en el otro mundo, by Julio Camba. Pictures or transparencies depicting cultural or social conflict.	On a written test, student will convert from American to foreign currency and from foreign to American. Student will plot map after learning directions given. Students will choose and describe suitable route from one place to another. Students will prepare a scene depicting a confrontation and its solution.

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SPANISH UNIT TOPIC THE CULTURE & CIVILIZATION OF SPAIN AN LATIN AMERICA	MAN & HIS COMMUNITY A study of the customs of a nation leads to a better understanding of that people.	COGNITIVE: 1. Given a matching test of 15 items, each student will match traditional foods with the land in which they are prepared with 90% degree of accuracy.	1. Student will prepare a Mexican food, take an excursion to a Spanish restaurant. Prepare a seasonal bulletin board depicting traditional holiday foods.	1 - Home Economics: Tacos may be prepared either in Home Economics class or language class, or at home.	The following are statements that should lead to class discussions and thus the identification and perhaps internalization of alternatives. 1 - Latin American countries expect too much aid from the United States.	1 - Cookbooks: Claritas Cocina, Garcia The Flavor of Spain, Waldo Film Strips: A Mexican Christmas Book - La Navidad, read the whole book	1 - Write a paragraph of 10 sentences describing how you would celebrate Christmas, were you living in Spain. Include religious activities, foods, gifts and other traditions.
GRADE/AGE LEVEL 3rd YEAR LENGTH OF UNIT 4-5 WEEKS	MAN & HIS GODS MAN AT PLAY An understanding of feast days and holidays and their historical significance, facilitate the study of history. MAN AS CREATOR Art is the creative expression of the culture and life style of a people. Music is a creative expression of the culture and life style of a people.	2. Given a list of holidays celebrated in Spain and Latin America, the student will give the date and historical significance of said holiday with 85% degree of accuracy.	2 - Student will view selected filmstrips on Latin American and Spanish history. Construct calendars listing only hispanic holidays	2 - Art Calendar	2 - The Bull fight is only an "exercise in cruelty to animals."	2 - View Filmstrips: Mexican Kaleidoscope Mexico, Land and History Historia de Espana (set of 6) Semana Santa Los Sanfermines Amigos latinos Hispanic World (set of 18) Spain and Gilbraltar (set of 6) National Geographic Books: Rublos y costumbres - all Heredia Portrait of Spain - all McGann - ed. Iberia - selected chapters Michener La vida espanola - Ch 4 & 5 Diego Marin The Spaniards - Ch VIII Perceval	2 - Give an oral report on a holiday tour of Spain or Latin America, by including holidays that would be observed and distinctive features of each holiday. Act as a Travel Agent.
	MAN AT WORK A study of man at work and in society is a key to the understanding of culture.	3 - Given ten (10) paintings by Spanish Masters, the student will identify the artist with 90% degree of accuracy.	3 - Student will choose one Spanish master painting and in a short paragraph (75 words), set it in its historical situation in Spain Read from available classroom texts (English and Spanish) further descriptions of paintings and biographical sketches of artists.	3 - Art Master Paintings	3 - Francisco Franco has been bad for Spain - as dictator for more than 30 years.	3 - View Filmstrips: Maestros de la pintura (4) El Greco Zurbaran Velazquez Goya Spain - History and Culture (National Geographic) Books - Great Museums of the World, series of 8 Spanish Painting, Gotthard Jedlicka The Prado Museum Other slides & Books available through Munson-Williams-Proctor Institute.	3 - Student will teach first or second year class all he knows about one Spanish painter, or period of Spanish painting and will construct an evaluation of the presentation to this class.
		4 - Given a list of topics (religion, art, architecture, music, life style) the student will compare pre-Moorish and Moorish Spain to 80% degree of accuracy.	4 - Student will read, comparing pre-Moorish to Islam Spain. Expand above comparison to include bulletin board display.	4 - History Art	4 - Spain did the right thing when she expelled the Jews and Moors from her shores.	4 - Filmstrips: Espana monumental (4) Books - Portrait of Spain McGann ed Heritage of Spain Adams - ch 1 - VIII Spain - Wonderland of Contrasts, Daly Ch 3 Pictures - Picture file - room 304 Post Card Collection - room 301	4 - There will be a debate resolved: Spain erred when she expelled the Moors.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SPANISH UNIT TOPIC THE CULTURE & CIVILIZATION OF SPAIN AND LATIN AMERICA GRADE/AGE LEVEL 3rd YEAR LENGTH OF UNIT		5 - Given 5 still photos of different stages in a bullfight, the student will identify said stages to 100% degree of accuracy.	5 - Student will view filmstrips on the bullfight. Listen to records and tapes available. Read from classroom sources. Study of the poem La muerte de Ignacio, Sanchez Mejias, by Federico Garcia Lorca	5 - Sociology Intro. to Psychology	Re: The bullfight is only an exercise in cruelty to animals. Student might mention the following alternatives: 1 - I could never watch one. They're absolutely awful. 2 - There's a lot of pageantry, but I wouldn't go out of my way to see one. 3 - Maybe there's something in the Spanish people that requires this sort of spectacle 4 - I think it's poetic a Ballet of Life, and Death. A conflict, staged beautifully. An art form.	5 - Filmstrips: Los Sanfermines La Corrida Record Set and Book The Bull fight, Norman Mailer Books: Life & Death of the Fighting bull, Suarez & Marks Bullfight Peter Buckley Afternoon in Spain Simont Pueblos y costumbres, Heredia, page 108	5 - A group of students will present a panel on bullfighting (including - bull ranches, training of a bull fighter, how Spaniards react, how those from U.S. react. Is it an art form? etc.)
(CONTINUED)		6 - AFFECTIVE: Given the topic: The Spanish Work Ethic, the student will write a composition comparing his own ethic to the ethic exhibited in Spain. The student will react to the Spanish ethic in terms of his own feelings.	6 - Student will read classroom books on the Spanish character and life style. Read sections El espanol y los siete pecados capitales (The Spanish and the seven capital sins)	6 - Sociology	Student would choose one position based on his reasoning and sensitivities. I will evaluate internalization at end of year by observing his participation in and reaction to a debate on bull fighting and/or by having him write exactly how he feels at this point in time.	6 - Books El espanol y los siete pecados capitales - Diaz - Plaja following chapters Soberbia Lujuria Pereza	6 - Student will write reports on one chapter of El espanol y los siete pecados capitales Soberbia Lujuria Pereza Teacher made tests - 10 situations given. Student to select proper pecado (as weakness or strength) illustrated.

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ITALIAN UNIT TOPIC GEOGRAPHY GRADE/AGE LEVEL 11th Year Level 3 LENGTH OF TIME 5 Weeks Submitted by: Pasquale Caputo, Frank DeVito, Guido Scalzi	1. MAN AND HIS PHYSICAL ENVIRONMENT. Knowledge of a Nation's physical characteristics permits one to better understand the particular regional characteristics of its people. 2. MAN AND HIS COMMUNITY Man must interact with his fellow man to achieve happiness and success through working together, playing together and worshiping together. 3. MAN IN CONFLICT. Man must interact in harmony with his environment. Natural resources are limited and must be replaced to continue to upgrade man's physical and spiritual needs.	Cognitive: 1. Given a series of slides of northern Italy, students will discuss orally how the physical aspects of this part of Italy dictate the occupations, customs and sports of the particular regions, with 75% accuracy. 2. Given a blank map of Italy with the principal geographical features indicated, students will identify in writing the principal cities and the particular physical features with 75% accuracy. 3. Students will be able to go to a map and identify each of the 20 regions and their capitals in the 75% degree accuracy. Sensory-Psychomotor: Students will construct a map of Italy with any materials, showing its important physical characteristics to at least 75% degree of accuracy. Affective: Following the valuing experience each student will write an essay of at least three hundred words, defending the values and actions of 1 of the 4 regions studied in depth. (It need not be the region he belonged to in the role playing situation). Following the viewing of several colored slides, students will relate orally or in writing their feelings and attitudes about the particular region.	1. Students will view several slides & film strips of each of Italy's 20 regions. Teacher begins discussion with student hypotheses concerning relationships of physical topography, probable weather patterns and the agricultural potential of each region as well as probable political divisions. Students will now view slides and film strips, supplemented by teacher lecture to check their hypotheses and develop an accurate picture of the 20 regions of Italy. Reasoning Skills: Relational: Recognizes relationships among objects and facts. 2. Students listen to 5 folk songs sung by teacher or played on a phonograph. (Songs are used to characterize a region and its people).	Social Studies (Geography) 1. The study of the Geography of Ancient Greece and the Middle East will shed light on the Southern Italian ethnic background. 2. Social Studies Students will integrate their understanding of Italian Geography into their broader understanding of Western Europe. 3. Music Folk music is expressive of the ethos of the people. Each song shows simple chord and harmonic structures. 4. Industrial Arts Students will construct a wooden puzzle of the 20 regions of Italy. 5. Art Students use paper mache to construct a relief map of Italy.	Valuing Experiences Students take part in role-playing situations - according to the following program: Students are divided into 4 groups which will represent 4 regions of Italy: Tuscany Po River Valley — Northern Region Basilicata Calabria — Southern Region After class has considered the problem of Italian National Unity, the groups will begin an intensive study of their own regions and prepare a report which includes "their" assessment of their resources their relationship to the national government and their attitudes to other regions of Italy. The Two "South" groups will decide their regions' needs and will devise a petition to the "Northern" groups, and will present those petitions in two role-playing situations. (Two North-South Confrontations). Each Northern Group will hear the petition and follow the steps of the valuing process. 1 - Hear Petition. 2 - List possible courses of action. 3 - Consider consequences of alternatives in light of issue of national unity. 4 - Decide and inform petitioning group of their decision. Now the Southern Group based on the decisions of the Northern Group will follow the steps of valuing process. The Southern Group will arrive at their own decisions regarding the confrontation between regional loyalties and national loyalties: (decisions at this point may range from the establishment of lobbying groups in the national assembly-to civil war.	Books: 1. Panorama Italiano, Holt-Rinehard 2. Italy - Social Studies Pictures, Fidler Editor. 3. Le Regione D'Italia Ratteir Editore Filmstrips: 4. Le Regioni D'Italia Filmini a Colon Editore: La Scuola Newspapers 5. Il Progresso Italo-American Newspaper. Magazines 6. Epoca, Magazine-Milano Corriere Della Sera Northern Conservative Newspaper. Il Manifesto Radical-Leftist Newspaper-Rome.	1. A written test on each of Italy's regions and capitals: A transparency of a map of Italy is projected on a screen. The 20 regions are numbered. The students are given an answer sheet with each of the 20 capitols alphabetized. The students are then required to match the numbered regions with its corresponding capitol, and write its name. 2. Map: Students will submit a constructed map showing its 20 regions and its physical characteristics. 3. Students will select class-mates for a group to sing a selected folk song.

MATHEMATICS

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS 7 **UNIT TOPIC** BASIC OPERATIONS FRACTIONS **GRADE AGE LEVEL** 7 **LENGTH OF UNIT** 3 Weeks Submitted by: Angela Brooks Columbus Thomas Fletcher Columbus Linda Poccia Kemble Carla Risucci Wetmore	**MAN AND HIS SELF IMAGE** I. Definitions are not exact, but reflect the concept and wording of the individual. **MAN AS CREATOR AND EXPLORER** II. Number line constructions can be based on the four operations involving fractions. **MAN AND HIS PHYSICAL ENVIRONMENT** III. In man's daily routine, there is a need for combining two or more non whole units. **MAN AND HIS PHYSICAL ENVIRONMENT** IV. In man's daily routine, there is a need to compute the difference between two non-whole units. **MAN AND HIS COMMUNITY** V. A community is the product of its factors. **MAN AT WORK** VI. An entity can be subdivided into smaller units through division.	AFFECTIVE I. The student will be able to identify each of the following words and operations by describing in his own words to a 90% degree of accuracy. denominator equivalent fraction fraction higher terms improper fraction lowest terms lower term number pair numerator rational number reducing to lowest terms improper fraction least common denominator mixed numeral proper fraction reciprocal SENSORY, PSYCHOMOTOR II. Given two or more fractional numbers, the student will be able to illustrate addition, subtraction, multiplication, and division on the number line to a 100% degree of accuracy. COGNITIVE III. Given two or more fractions or mixed numbers, the student will be able to add them with a 100% degree of accuracy. COGNITIVE IV. Given two fractions or mixed numbers, the student will be able to subtract them to a 100% degree of accuracy. COGNITIVE V. Given two or more fractions or mixed numbers, the student will be able to compute the product to a 100% degree of accuracy. COGNITIVE VI. Given two fractions or mixed numbers, the student will be able to compute the quotient by multiplying by the reciprocal of the divisor to a 100% degree of accuracy.	I (a) Using a prepared crossword puzzle involving definitions of fractional terms, the student will compile each item on the puzzle with the proper term. (b) In a class discussion, the students will describe the definitions in their own words. II. Using a roll of adding machine paper, the students will make a fractional number line and, given 10 problems, will illustrate the basic operations on the number line. III. (a) In a class discussion, the students will review terms and processes relating to addition of fractions. (b) The teacher will work with the students in practicing addition of fractions and mixed numerals. (c) A teacher-prepared worksheet will be assigned for the students to work independently. (d) An extra problem for the students will be a magic square involving fractions. IV. Reasoning Skill: (a) After reviewing the steps involved in adding fractional or mixed numerals the student will recognize the similarity between addition and subtraction of fractions and establish a rule for subtraction. Reasoning Skill - produces and uses relationships among objects and facts. (b) The teacher will work with the students in practicing subtraction of fractions and mixed numerals. (c) A teacher-prepared worksheet will be assigned for the students to work independently. (d) Give students worksheet on regrouping subtraction problems that increase with difficulty. V. (a) Have students solve multiplication problems through the use of cross-sectional diagrams. (b) The teacher will discuss simplifying and reducing with students. (c) A teacher-prepared worksheet involving word problems will be assigned for the student to work independently. VI. (a) Orally, the students will name reciprocals of given fractions. (b) The teacher will work with the students in practicing division of fractions and mixed numerals. (c) The students will be given an assignment from the text and a supplementary assignment from their workbook to do independently.	I. 1. ENGLISH. In English class, a discussion of these mathematical terms and the ability to express one's ideas and feelings to one another could emphasize the difficulty of being exact. II. 2. INDUSTRIAL ARTS. In woodshop, the students will make an enlarged number line for the classroom. V. SOCIAL STUDIES Given the city's total population and the fractional part for each nationality, the students will compute the exact number of each nationality.	Faced with preparing a recipe that serves 6 people and needing to feed 30, the students will identify the possible ways of accomplishing this task. (a) 5 separate preparations. (b) 5 separate preparations later combined into 1 large batch (c) 1 total batch arrived at by multiplying each ingredient by 5 (d) Get it catered The students will discuss their ideas of the advantages and disadvantages of the choices and will select the one they want. After completing the task, the students will discuss all the advantages and disadvantages of the several alternatives. They then will decide if they were to do it a second time if they would repeat their alternatives or choose from another.	Key Ideas in Mathematics 7 & 8 by Harcourt, Brace & Jovabovich, 1971 Holt School Mathematics, 6, 7, & 8 by Holt, Rinehart, Winston, 1974 Modern School Mathematics 7 & 8 Houghton, Mifflin 1967 Spectrum Math Series Blue Book Purple Book Laidlaw, 1971 Learning New Skills in Math Continental Press, 1965 Merrill Mathematics Skilltapes: Understanding Fractions. Fractions: Add. & Sub. Fractions: Mult. & Div. Charles E. Merrill, 1969 Text, Fractions 1962 Rulers Adding Machine Tape Transparencies Teach prepared worksheets.	I. On a written quiz each student will choose 10 out of 15 terms and define them in his own words to a 90% degree of accuracy. II. Using the enlarged number line in the classroom, each student will be responsible for constructing solutions from a given set of word problems involving addition, subtraction, multiplication, and division of fractional numbers to a 100% degree of accuracy. III. On a written quiz, each student will solve 10 addition problems to a 100% degree of accuracy. IV. Given a series of addition problems, the student will convert them to subtraction problems and solve to a 100% degree of accuracy. IV. On a multiple choice test of 20 items, the student will be able to select the correct answer for regrouping problems. V. Given 11 multiplication problems, the student will select 7 and answer them to a 100% degree of accuracy. VI. The student will describe in his own words, the process of division and make up 10 of his own problems. He will solve these problems to a 100% degree of accuracy.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS UNIT TOPIC GEOMETRY - METRIC GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 4 WEEKS	1. MAN & HIS COMMUNITY A standard unit is the easiest tool to understand and communicate in finding the linear measure of an object.	AFFECTIVE - COGNITIVE - SENSORY - PSYCHOMOTOR 1 (a) Given a list of 10 units of linear measure, each student will identify in writing whether each unit is a non standard unit of measure with an accuracy of 100% 1. (b) Given a set of 4 objects and a specific unit of measure each student will record on paper to 80% accuracy the linear measurement of each object.	1. (a) Discussion of measurement chart in class. (b) Measuring objects with 3" and 6" pieces of string - then comparing results in class. (c) In groups of 4, have students make a list of 10 standard and 10 nonstandard units of measure. Discuss results. (d) Assign for homeowrk a panel report on the Bureau of Standards, or, have class arrange for a guest speaker from local bureau. (e) In class, on oaktag compile a list of common standard measures (i.e. 1' = 12"), to review past learning. (f) Assign in text pp. 170-71. (g) Have students set up a display table of labeled measuring instruments and brief story to go with each instrument describing what it is used for and how it is used. (h) Assign for homework a written report: "How I Use Measurement in ———." Fill in blank with school subject, hobby or interest.) (i) Filmstrip.	1. (a) This would relate to Social Studies by discussing man's need to trade materials and build a community, thus resulting in a need to measure things. It would relate to English in that there was a need for understanding in communicating measures with one another. (b) (c) The communications and recording would use English communication skills. (d) The research involved and writing would use English skills. If the class arranges for a speaker, they must write him an invitation and thank you note. (e) (f) (g) This activity could tie in with any of the school subjects where that measuring instrument may be used, (h) This activity could tie in with any other school subject. For example, we measure longitude and latitude in social studies, we count beats in music, we measure time for sports in gym. (i)	Students will be asked to work in groups of 4. Their assignment is to find the linear measure of various objects provided by the teacher, and then communicate their information to members of other groups clearly. ALTERNATIVES: 1 - String (they must decide on length to use) 2 - Cubit - the distance from a man's fingertip to his elbow. 3 - Hand - the distance across a man's hand. 4 - "Inch" - the distance from the tip of the thumb to the first knuckle. 5 - Chalk - (they must decide on size to use.) 6 - Ruler Finally, each group must defend the method used to measure each object as a consequence of their action. The teacher will observe internalization at the end of unit.	1. (a) Mail away for free poster, "The History of Measurement" by Ford Motor Co., Mathematics History by J.T. Rogers (b) String 3" and 6" (c) Dictionary or newspaper. (d) Encyclopedia or field trip to local bureau in city hall building for report research. (e) Large oaktag magic marker. (f) Text: Key Ideas in Mathematics I by Harcourt, Brace Jovanovitch. (g) Materials brought from home for display and encyclopedia for report (h) (i) "Understanding Units of Measurement" Parts 1-4 by Kenner on Modern Math - found in building library.	Report on the Bureau of Standards. Project and report for display table (# 1g) Composition entitled "How Measurement is Used In ———." Report on π (pi) Daily evaluation by teacher of pupil participation in group activities. Checklist for completion of various ditto sheets for practice. Weekly quizzes. Written Test. 1 - State whether or not each of the following is a standard unit of measure: (a) mile (f) pace (b) quart (g) truckload (c) glassful (h) hour (d) dozen (i) gallon (e) second (j) pinch
	2. MAN IN CONFLICT A measurement is not exact.	2. (a) Given the statement, "Measurement Is Not Exact," each student will supply 2 reasons in 2-4 sentences to support the statement with an accuracy of 100%. (b) Given 5 line measurements, and a ruler calibrated in ¼" each student will record on paper the measure of each line segment, first to the nearest ½" and then to the nearest ¼" with an accuracy of 80%.	2. (a) In groups of 3, have students measure selected articles in room with ruler and record results. Do not give specific instructions as to unit of measure (i.e. nearest inch or ½".) Compare and discuss results orally. Discuss why some groups disagree. Ask which answer is closest to being correct. (b) Game: On oaktag, prepare simple drawing with lines and curves. Class must describe picture accurately enough so that one pupil who did not see picture, can reproduce it on board. Follow up by having them conclude that it is hard to be exact in many things we do. (c) Ditto study sheet of 10 line segments to be measured to the nearest ½" and ¼". (d) Assign in text pp. 172-3 Discuss.	2. (a) In conjunction with this learning experience, arrange for practical applications of measuring articles in Industrial Arts and Home Economic classes. (b) In English class, a discussion of our language and the ability to express ideas and feelings to one another could emphasize the difficulty of being exact. (c) In Science class, work with a variety of calibrated measuring instruments can be done in conjunction with this activity.		2. (a) Rulers calibrated to ¼"; various objects set up around room. (b) Picture drawn by teacher on oaktag with magic marker. (c) Prepared ditto sheet and rulers. (d) Text book.	2. (a) Measure the four objects given to you by your teacher using a ruler. (b) Measure the same four objects using the piece of cardboard given to you as your standard unit.

(CONTINUED)

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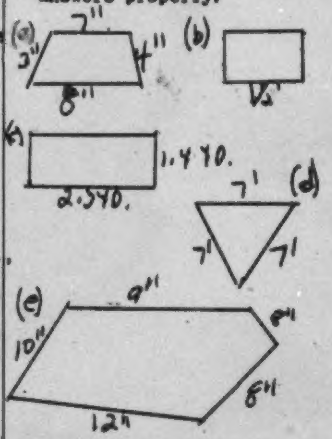
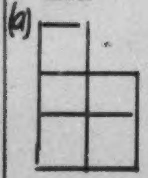
MATHEMATICS	MAN IN HIS PHYSICAL ENVIRONMENT & MAN AT WORK.						
UNIT TOPIC GEOMETRY - METRIC GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 4 WEEKS ***(CONTINUED)***	3. Perimeter means the distance around.	3. (a) Given the statement, "The Distance Around a figure is called ——— " each student will identify in writing the word "perimeter" to complete the statement with 100% accuracy. (b) Given 5 figures with the length of their sides labeled, each student will calculate the perimeter of each figure and label his answer with the appropriate unit of measure, with 80% accuracy.	3. (a) In groups of 3, use either tape measures or string and rulers to measure the distance around objects whose bases are polygons, that have been brought in by pupils. (b) Assign a study sheet with 10 irregular polygons, 5 rectangles and 5 squares. Have students work independently finding perimeters. Discuss results. (c) In groups of 3 have students make a list of 10 synonyms for perimeter. (fence, border, etc.) (d) Film loop. (e) Assign in text pp. 180-81. Discuss.	3. (a) Activities in Art, Industrial Arts and Home Economics which call for putting a border around something made could be used to reinforce the concept of perimeter. Also reference in gym class to distance around floor space or fields as they apply to various sports could be arranged. (b) (c) Review of the word synonym and use of the dictionary for this activity are related to English. (d) (e)		3. (a) Fun With Figures by Mae & Ira Freeman c. 1946 in school library. (b) Romping Through Mathematics. by Raymond Anderson c. 1947 in school library. (c) Dictionary. (d) "Perimeter and Area" # 83-0265 in school library. (e) Text.	3. It is said that measurement is not exact. Give 2 reasons (in 2-4 sentences) to support this idea. 4. Measure each of the following line segments to the nearest ¼". Then measure each to the nearest ⅛". Record your answers on your paper. 5. Complete each sentence below with the correct word: (a) The distance around a circle is called ———. (b) The number of square units needed to cover a flat surface is called ———. (c) The distance around a polygon is called ___.
	4. The area of a flat surface is the number of square units needed to cover it.	4. (a) Given the incomplete statement, "The number of square units needed to cover a flat surface is called ____." Each student will identify in writing with 100% accuracy the word "Area" to complete the statement (b) Given 10 plane regions with unit squares drawn on each, each student will write the area of each plane region and label the answer appropriately with 100% accuracy.	4. (a) Make a Geoboard. Use it to make polygons with specific areas or dimensions as given by teacher. (b) Have students make a 1 inch square and find areas of figures on a study sheet using the square unit. The same can be done with a 1 centimeter square. (c) Using the puzzle game, "Pythagoras", have students in groups of 2 attempt to make various designs with the 7 basic pieces given to them. (d) Reading assignment in text pp. 180-1.	4. (a) Geoboard which consists of a square or rectangle marked off at regular intervals by tacks or nails can be constructed in Industrial Arts. (b) In Social Studies reference can be made to tables in book which list the areas of different states or country. A discussion of the significance of these areas can enhance this objective. In Art class projects using square units as the basis for a design could be done. In Home Economics, in relation to home decoration, finding the area of a floor for a rug or a similar problem could be studied. (c) (d)		4 (a) Geoboard can be made of styrofoam, cardboard or wood. Pegs can be either tooth picks, tacks or nails. String or yarn is also needed. (b) Paper or cardboard and scissors. (c) Commercially produced game "Pythagoras" @ 1.00 Kohner Bros., Inc. (Tryne Game Div.) P.O. Box 158 East Paterson, N.Y. 07407 or you can make your own with cardboard. (d) Text.	6. Find the perimeter of each figure below. Label answers properly.  (a) 7" 3" 4" 8" (b) ½' (c) 1.470. 2.540. (d) 7' 7' 7' (e) 9" 10" 8" 8" 12"
	5. The area of a rectangle is the product of the length and width.	5. Given 3 rectangles with the length and width labeled, each student will calculate in writing the area of each figure and label the answer with "square" units with an accuracy of 2 out of 3.	5. (a) Study sheet with 5 rectangles on which students are asked to paste 1 inch squares that they have measured and cut out. Set up a chart labeled Length Width Area. Fill in chart with class. At bottom put formula a= l x w after class discussion. (b) complete ditto of 20 exercises where length and width are given and area must be found.	5. (a) (b) In Home Economics, the amount of material needed for a patchwork quilt or similar activity can be tied in with the math work.		5. (a) (Filmstrips entitled "Area" by McGraw-Hill Book Co., from school library can be used as a reference.) Oaktag and a magic marker are needed for this learning activity (b)	7. Find the area of each plane region below. Label each answer properly. Each block shown is a square unit. 

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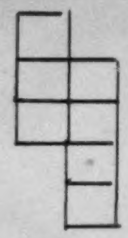
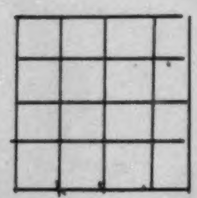
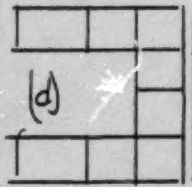
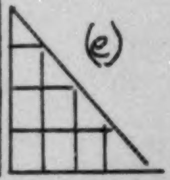
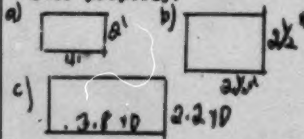
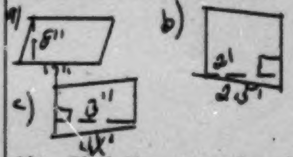
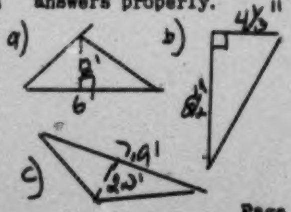
MATHEMATICS UNIT TOPIC GEOMETRY - METRIC GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 4 WEEKS (CONTINUED)	6. The area of a parallelogram is the product of the base and height.	6. Given 3 parallelograms with the base and height labeled each student will calculate in writing the area of each figure and label the answer with "square" units with an accuracy of 2 out of 3.	6. (a) Have students construct rectangles, then cut them on an angle and rearrange pieces to form parallelograms. Discuss and compare areas of rectangle and parallelograms (b) Assign study sheet with 20 examples of parallelograms where base and height are given and area must be found. (c) Assign text reading pp. 184-5.			(c) Graph paper and rulers are needed. (d) Text. 6. (a) Construction or graph paper and scissors. (b) (c)	(b)  (c) 
	7. The area of a triangle is one half of the product of the base and the height.	7. Given 3 triangles with the base and height labeled each student will calculate in writing the area of each figure and label each answer with "square" units, with an accuracy of 2 out of 3 to 100% of accuracy.	7. (a) Using graph paper, have students draw squares, rectangles and parallelograms. Have them draw diagonals using red pencils. Orally compare the areas of the original polygons to the areas of the triangles. (b) Assign study sheet with 20 examples of triangles where base and height are given and area must be found. (c) Assign text reading pp. 186-7.			7. (a) (As a reference book, see Mathematics by Henry M. Neely, c. 1962) For activity, you need graph paper, red pencils and rulers	(d)  (e) 
	8. Circumference is the distance around a circle	8. Given an incomplete sentence "The distance around a circle is called _____." Each student will complete accurately in writing the sentence with the word "Circumference" to 100% accuracy.	8. Have students measure distance around several circular objects they have brought in from home.	8. In science class, reference to orbits in space as the circumference of an imaginary circular plane surface could be discussed. Description of the equator as the circumference of the imaginary circle made if the earth were divided into two Hemispheres would also relate to this concept. In either Art, Home Economics or Industrial Arts, the area of circumference could be reinforced by having a border put on a circular drawing, round cake or other project.		8. Tape measures or string and rulers are needed in addition to articles brought in by pupils.	8. Find the area of each rectangle. Label your answer properly.  a) 2' 4' b) 2½' 2½' c) 3.8 yd 2.2 yd 9. Find the area of each parallelogram below. Label your answers properly. 
	MAN AS CREATOR / EXPLORER 9. The circumference of a circle is π times the diameter. $(c = \pi \cdot d)$	9. (a) Given 4 circles where C is given, the student will calculate in writing, the diameter of each circle with an accuracy of 75%. (b) Given 4 circles where D is given, each student will calculate in writing the circumference of each circle with an accuracy of 75%.	9. (a) Have students in groups of 3 make a record of the distance around various circular objects and the diameters of the circles. Discuss and compare the results orally. (b) Assign a prepared ditto of 7 exercises to find C when given D, and 7 exercises to find D when given C.	9. In any of the related activities in # 8, the instructor could now direct a lesson in having the students actually calculate the circumference when given the diameter. (b) (c) Here in math class, we would be making use of English writing, communication and dramatic skills.		9. (a) Chart paper and magic marker as well as objects brought in by pupils are needed. (b) (c) Encyclopedia or reference library books. (d) Text.	10. Find the area of each triangle below. Label your answers properly. 

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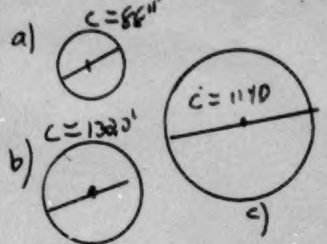
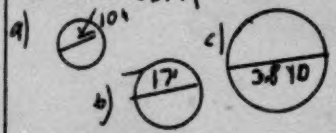
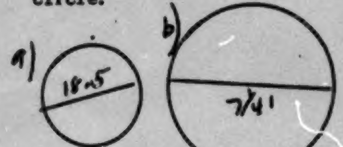
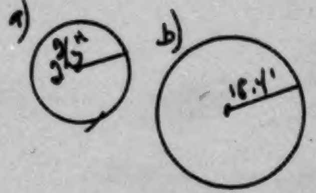
MATHEMATICS UNIT TOPIC GEOMETRY - METRIC GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 4 WEEKS *(CONTINUED)*			9. (c) Assign a written research report to a group of 3 pupils on the origin and meaning of π (pi). Have them present report to class. Perhaps they can create a short role playing experience re-enacting its "discovery." (d) Assign reading in text pp. 230-1. Discuss orally.			10. Rulers, paper.	11. Find the diameter of each circle below (use $\pi = 3\frac{1}{7}$)  12. Find the circumference of each circle below. (use $\pi = 3.14$)  13. Find the radius of each circle.  14. Find the diameter of each circle. 
	10. The diameter of a circle is twice the radius the radius of a circle is half the diameter.	10. (a) Given 2 circles where the diameters are given, each student will calculate in writing the radius of each circle with an accuracy of 100%. (b) Given 2 circles where R is given, each student will calculate in writing the D of each with an accuracy of 100%.	10. (a) Have students measure the diameters of 10 circles and then find the radii. Discuss and compare results. (b) Assign a prepared ditto with 10 examples where D is given and student must find R; 10 examples where R is given and student must find D.				

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MATHEMATICS **UNIT TOPIC** SCIENTIFIC NOTATION **GRADE AGE LEVEL** 8th **LENGTH OF TIME** 1 - 2 Weeks Submitted by Kenneth R. Allen Conkling School	MAN AND HIS PHYSICAL ENVIRONMENT & MAN AS EXPLORER/CREATOR Things which we cannot normally see because of their size can be measured MAN AS EXPLORER The lights we see in space eminate from bodies which are large distances from the earth MAN IN CONFLICT Size is relative.	COGNITIVE 1 - Given a list of ten (10) decimal numbers x $<$x 1, each student will convert each number into scientific notation to an accuracy of 80% 2 Given a list of ten (10) numbers x $<$x 100,000 each student will convert each number to scientific notation with an accuracy of 80% AFFECTIVE 3 Given a list of ten (10) numbers, five (5) in decimal form five (5) in scientific notation form, each student will arrange the numbers ordinally	1 (a) Discuss mirco organisms with students, giving special attention to their small size (b) Introduce the decimal to scientific notation algorism using numbers x x $<$1 and have the pupils practice these. This learning experience brings to bear the systematic reasoning of the student through the recognition of order and rules (c) Show the decimal sizes of atoms and discuss the number of zeroes in these decimal numbers. Have the students practice converting these to scientific notation 2 (a) Discuss the sun, moon, planets, and stars, and their large distances from the earth. Have the students practice converting these numbers from decimal form to scientific notation. Here again, the student must utilize systematic reasoning through the recognition of order and rules. 3 (a) Have students try ordinally stratifying numbers which have different forms. (b) Have students practice ordinally stratifying numbers of like form. Reasoning Skills: Makes judgments as to the accuracy and consistency of patterns and rules.	1 (a) Show students Protozoa under microscopes in the Science lab Have each student view his own saliva under a microscope Discuss small plants and animals which affect health 2 (a) Visit a planetarium as a science related field trip. (b) Discuss monetary sizes of gross national products, governmental and industrial spending, taxes, and national debt as part of a Social Studies project.	Need for Choice -- To accomplish the objective of ordinally stratifying numbers given in different forms the student must have some plan of attack. Alternatives. The student's attack may be to (a) Convert the scientific notation numbers to decimal form (b) Convert the decimal numbers to scientific notation (c) Change all the numbers to some third common form. (d) Make no change at all Consequences of Choice The alternative the student chooses will affect the success of his accomplishment of task and the time necessary to complete the task. If for instance, the student chooses to make no change in form prior to stratification, he may finish the evaluatory task quickly, but his accuracy would likely suffer, or, instead of choosing to change one half the numbers to the form of the other half, he might change ALL the numbers to common fraction form, quite a time-consuming process Criteria for Choice -- The criteria for choice are the time involved in the task accomplishment and the accuracy desired. Defence of Choice -- The student sees from the mark on his evaluation how proper his choice of alternatives has been. He might also notice that some of his peers were able equal his accuracy in a much shorter time via a different alternative. Re-Evaluation -- A desire to improve either accuracy or speed of task accomplishment, or both, would induce a student to re-evaluate his choice of alternative. If there were high accuracy at first, this would likely reinforce the student's belief in his original choice.	1 (a) Pictures of mirco organisms Microscopes and slides of micro organisms Blank microscope slides Library filmloop F576s #18 Microscopic Animals: Protozoa (c) Teacher prepared sketches of sizes of atoms relative to commonly seen items. Library filmstrip F539 En. Walt Disney's Space and the Atom 2 (a) Planetarium Star maps. Text School Mathematics II, Addison Wesley Library filmstrips from F539 En. Walt Disney's Space and the Atom (b) Newspapers and news magazines, for their monetary articles	1 Have each student prepare a report on a single type of germ, its positive or negative influences, and its size Have each student convert these numbers into scientific notation: 1 .0015 2 .00063 3 .029 4 .0002468 5 .000000007 6 .0082153 7 .00000009 8 .0000000000925 9 .00000022222 10 .00000000000000000000000167 2 Have students find and report on the distances from the Earth of two extra-terrestial bodies Have each student convert these numbers to scientific notation: 1 93,000,000 2 186,000 3- 900,000,000 4- 2,590,000 5- 480,000 6- 1,250,000,000 7- 6,000,000 8- 8,283,400 9- 26,900,000,000,000,000,000 10- 6,024,000,000,000,000,000,000,000 3. Arrange Ordinally: The students accuracy in accomplishing this task will reveal his/her ability to make judgements concerning patterns and rules. 1- 3.2 x 10^{16} 2- 9.3 x 10-5 3- .000092 4- .00035 5- 252,000 6- 52,000,000 7- 4.7 x 10-8 8- 2.255 x 10^{6} 9- .013 10- 8.3 x 10^{-17}

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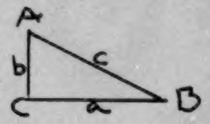
MATHEMATICS UNIT TOPIC PYTHAGOREAN THEOREM GRADE AGE LEVEL Grade 8 LENGTH OF TIME 2 WEEKS Submitted by: Freedman Giotto Roosevelt School	MAN AT WORK The pythagorean theorem is of enormous value to man in his everyday tasks	COGNITIVE .The student will review, relearn and reinforce his understanding of the term "Squaring (raising to the second power) to a 100% degree of accuracy COGNITIVE The student will review, relearn and reinforce his ability to locate "Square" roots on a square root table and to interpolate between the readings to a 100% degree of accuracy AFFECTIVE The student will come to understand the Pythagorean Theorem and be able to employ its algebraic equation ($C^2 = a^2 + 6^2$) to a 100% degree of accuracy	Teacher-prepared work sheet involving the process of squaring a/30 examples to be employed after the presentation of a review lesson Teacher-prepared worksheet involving the process of locating and interpolating the Square root of a number to be employed after a review lesson Filmstrip "Pythagorean Theorem" Field Trip to a construction site to view various uses and applications of this theorem. Teacher-prepared worksheet on computational processes for using the equation: $C^2 = a^2 + 6^2$ Reasoning Skill: Evaluation of order, Rules and Problems Solving; Evaluate Solutions to Problems - Student tests and verifies possible solutions to complex problems.	INDUSTRIAL ARTS The Pythagorean Theorem may be employed in the creation of right angles in the preparation of stock and the creation of working drawings. SCIENCE The Pythagorean Theorem is of great use in the determination of vector forces, in sea navigation and in determining altitude.	Given the situation in which students are to prepare a right triangle from a stock with limited waste the student will have to determine the exact stock necessary. The methods available are trial and error and the Pythagorean Theorem. After considering the choices, the student will select one and impliment his choice. After completing his 1st choice he will impliment the 2nd choice and complete the task a second time. In discussion with the teacher and his classmates, the student will again choose and prepare his final right triangle with a minimum of waste. The student will be evaluated on the accuracy of the triangle and the amount of waste.	8th grade Mathematics Textbook and Supplemental Texts. Teacher-prepared work sheets. Filmstrip - "Pythagorean Theorem". Plastic model of the Pythagorean relationship between areas of squares and sides of a right angle. Field trip experiences. Table of Squares and Square roots.	Given a teacher-prepared test - 3 items of form $c^2 = 4^2 + 3^2$ 2 items of form $8.5^2 = 4^2 + 6^2$ 1 item of form $a = 2,\ b = 6,\ c = ?$ for right triangle ABC  Given the above examples, the teacher will determine whether or not the students are able to perform the reasoning task that asks them to test and verify possible solutions to complex problems.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATH UNIT TOPIC MEASUREMENT & GEOMETRY GRADE AGE LEVEL 8 Honors LENGTH OF TIME 4-5 Weeks Submitted by: James Adasek & Ruth Ward John F. Hughes School	MAN AND HIS COMMUNITY MAN AND HIS PHYSICAL ENVIRONMENT Man must measure to survive in his community MAN AND HIS SELF-IMAGE MAN AS CREATOR Man must live with the choices he makes	SENSORY, PSYCHOMOTOR 1 Given a compass and straightedge, each student will construct a perpendicular line with an accuracy to a 100% proficiency SENSORY PSYCHOMOTOR 2 Given various angles the student will measure with a protractor the angles to within 2 degrees accuracy SENSORY PSYCHOMOTOR 3 Using different scales and measuring devices such as available in both the metric and English system, the student will measure and determine the dimensions of objects familiar to them within accuracy of the greatest possible error COGNITIVE 4 - The student using the English and metric system will compute area of objects measured within the accuracy of the greatest possible error. Horizontal Classification. COGNITIVE: 5 - Given a right triangle and the Pythagorean Theorem, each student will compute the third side having measured the other two sides to a degree of 95% accuracy. AFFECTIVE: 6 - Each student must find the lowest cost per unit and best quality for their money spent. COGNITIVE: 7 - Each student will incorporate all of the above skills and design a model house to a scale of ¼"= 1". Horizontal Classification. 8 - Upon completion of designing his plan, each student will be able to display and discuss why he chose certain features inherent in his design.	1 Given a compass and straightedge, each student will draw a perpendicular line with the angle measuring exactly 90° 2 Using a prepared work sheet with 10 20 measurements, the students will differentiate as to their relative precision giving reasons for their choice. 3 - Using his own home, the student will measure interior and exterior dimensions such as: bedroom, kitchen, cupboards, outside perimeter, windows etc 4 - Using the measurements obtained in activities such as the above the students will determine the relative degree of accuracy of each and compare several of these in an attempt to form a hypothesis as to where the greater accuracy lies. 5 - Using a transom and the Pythagorean Theorem, the student will determine the distances across the street, height of buildings etc, using the indirect measuring skills involved in the two mentioned tasks above. 6 - Using catalogs and price lists obtained from local establishments, each student will choose a portion of the entire house and determine the cost of his choice: ex.: 1- Cost of paint. (Interior of house.) 2- Cost of landscaping. 3- Cost of plumbing materials. 7 & 8 - Given the opportunity to design a model house each student will choose the interior and exterior design and decor for his house incorporating the skills and degree of accuracy as in above skills.	INDUSTRIAL ARTS Any activity involved in linear or angular measurement, blue printing, scale drawing, or where ever a unit of measure is concerned. HOMEMAKING Interior decorating cost per unit skills, and work areas of household can be correlated with the math. ART: Any activity involving the measurement of materials, perspective, balance of composition or in the estimation of materials needed.	1 Each student decides what to incorporate in his house design and why. 2 Each student will determine the various sizes, locations, design involved in completion of their house plan. 3 4 5 After carefully analyzing the alternatives, he will formalize his design to be blueprinted. Their alternative choice would only be to the degree of the complexity of the assignment. 7 - After all designs have been presented, the student will decide if he would change his design in light of others' point of view.	1 Laidlaw Mathematics Series pp 172 180-181. Houghlin Mifflin Chap 4 p 84-86. Chap 5, p 124-127. 2 & 3 Laidlaw p 170-173. Houghlin Mifflin, Chap 4, p. 86-92. Chap 8, p. 202-207. 4. Laidlaw p. 271-272 p. 278-279, 243-255. Houghlin Mifflin Chap.7 p. 174-196. 3 & 4. Cloudburst of Math lab experiments, vol. 2 Buckeye, Ewbank, Ginther experiments no.: 6163 p. 43 6164 7123 p. 100 6943 p. 94 7183 p. 102 7233 p. 104 7254 p. 106 Materials: Measuring tapes. Rulers with Metric and English system. Protractor. Transom. Graph paper. Compass. Samples of materials from stores. 6. Sears, Roebuck, Montgomery Ward, catalogs, brochurs from Jay-K, Lumber, Grossman's Lumber Co., Glidden Paint etc., 7. Library resources for architecture types, building construction, landscaping, etc.	1 - In a quiz situation each student will construct a perpendicular line and other figures containing perpendicular lines to an accuracy of 90% of the test items. 2 - In a test (written) situation, each student will measure various angles to a degree of accuracy of 85% accuracy of test items. 3 - In a written test each student will successfully determine the accuracy of 10 measurements and will determine the greatest possible error successfully for 80% of the items. 5 & 6 Given a written exam, each student will use the Pythagorean Theorem to compute the third side of a right triangle to a degree of 80% of test questions. 6 - Each student will be graded on his own project on the accuracy of the math and method involved in determining the cost of his project. 7 - The peers of each student will judge the plan of each student and evaluate which plan is best and why. 9 - State differences between English and Metric systems.

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MATHEMATICS UNIT TOPIC MEASUREMENT GRADE/AGE LEVEL 8th LENGTH OF UNIT 3 WEEKS	STRANDS: 1 MAN & HIS SELF IMAGE 2 MAN & HIS INTIMATES 3 MAN & HIS COMMUNITY 4 MAN & HIS PHYSICAL ENVIRONMENT 5 MAN AT WORK 6 MAN AT PLAY 7 MAN AS CREATOR AND EXPLORER 8 MAN IN CONFLICT 9 MAN & HIS ASPIRATIONS & FEARS 10 MAN & HIS GODS Please consult numbers above for strands given: 1. Accuracy is determined by the size of the unit of measure (4, also 3-8). 2. Area is the measurement of space on a two dimensional plane. (4, 3-7). 3. Volume is the measurement of a tree dimensional entity. (4, 3-7). 4. Linear measurement (direct & indirect) is the measurement of one dimension and is expressed in terms of multi-units. (4, 3-7). 5. Precision is the determinations of the degree of accuracy in the measurement of an entity. (4, 3-8). 6. Greatest possible error is the relationship of the unit of measure and the total measurement, and is the principle factor in the determination of precision. (4, 3-7). 7. Direct measure is the actual physical measurement of an entity. (4, 3-9). 8. Indirect measure is the measurement of an entity without direct physical association. (4, 3-10).	1. Given several different measurements and an expression of their accuracy, each student will compare their accuracy to a 100% degree of proficiency. 2. Given several greatest possible error computations, each student will determine which has the greater degree of accuracy to a 100% degree of proficiency. 3. Given several measurements and their degree of accuracy, each student will differentiate as to their relative precision and their reasons for each choice. COGNITIVE: 4. Given several measurements each student will compute the accuracy of each to a 100% degree of proficiency. 5. Given several measurements and the greatest possible error of each, each student will solve for its degree of precision to a 100% degree of proficiency. SENSORY PSYCHOMOTOR: 6. Given several physical items each student using rules of two different scales will measure each object and determine its measurement to a 100% degree of proficiency. 7. Using a transom and also the Pythagorean therom, the class will determine the width of the street without actually measuring same to an 80% degree of proficiency.	1. Using several miscellaneous items, pieces of paper, cardboard, boxes, hallways, rooms, walls, the students will measure these items with measuring devices of different scales (inch, ½ inch, ¼ inch, 1/8 inch, 1/16 inch, 1/32 inch, millimeter, centimeter, meter). In so doing they will observe the ease with which the measurement is accomplished with some scales rather than others. Specifically, the smaller the scale the greater the ease in determining the exact dimension. 2. Using the measurements obtained in activities such as the above, the students will determine the relative degree of accuracy of each and compare several of these in an attempt to form a hypothesis as to where the greater accuracy lies. 3. Using a prepared worksheet with several (10-20) measurements and an expression of their degree of accuracy, the student will differentiate as to their relative precision giving reasons for their choice. 4. Using teacher prepared worksheets, the student will compute several expressions of accuracy given the measurements and rank his findings in natural order. 5. Students will be sent about the building to measure the items about the building each using a measuring device of a different scale and then compute the degree of precision for each. 6. In an activity such as in learning experience one, the student will measure several real items using rules of different scales, each student will practice the skills of measurement. 7. Using a transom and the pythagorean theorm, the students will determine the distance across the street or stream, etc., using the indirect measuring skills involved in the two mentioned tasks above.	SCIENCE: Every activity concerning linear measurement, direct and indirect, every activity concerning the measurement of mass, energy, speed, volume and area. In essence, any form of measurement where a unit of measure is necessary. HOMEMAKING: Any activity involving the measurement of material, condiments, food stuffs or other commodities where accuracy of measurement is significant. Such activities as sewing, cooking, baking, material estimating, etc. INDUSTRIAL ARTS: Any activities involving the measurement of stock, the drawing or execution of plans. The estimation of material needs and the costs thereof. This would be applied universally throughout the various shop courses. MECHANICAL DRAWING: This entire discipline is involved in the need for precision of measurement involving many different scales (architectural, engineering, etc.) MUSIC: The effect of a time signature on the choice of the pulse note dictating the given beat. Specifically, the changes in compound and simple meter. ART: Any activity involving the measurement of materials. Activities involving perspective, balance of composition or in the estimation of materials needed.	Given the discipline and the subject matter involved, there being only one correct method of determining accuracy, greatest possible error, and precision, it would seem there are one or two alternatives, either to learn the content or ignore it. However, given the election of learning the material, the applications are inumerable and the alternatives determined by the smallest of the unit of measure. The student upon mastery of the unit will be able to compare and evaluate his measurements in the context of the desired results. He will continually "value" each time he is confronted with a situation dictating a measurement.	Laidlaw Mathematics Series, Jr. High Mathematics, Laidlaw Publishers, 1968, chapter 11 "Approximation & Measurement" pp. 287-308. Ruler (1 ½" units, 1 ¼" units, 1 1/16" units. Wire string, rope, room, the corridor, building, street, etc. meter stick (see standardized list). Teacher prepared work sheets and commercially prepared texts and worksheets. Matell bulletin board display on measurement. "Singer Series" filmstrips.	In a quiz situation, each student will compare the accuracy of 10 pairs of measurements and successfully identify the more accurate measurement in 90% of the test situations. On three test questions, the student will arrange 5 greatest possible error expressions in order of the least to most accurate. In a written test each student will successfully determine the accuracy of 10 measurements. On a written quiz each student will determine the degree of precision of 10 measurements. The students will successfully accomplish 80% of the test population. In a test context, each student will be expected to measure 15 tangible items about the room to a 90% degree of proficiency (- 10%). Each student will successfully perform the indicated task on at least 65% of the test items.

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REGENTS ALGEBRA **UNIT TOPIC** WORD PROBLEMS **GRADE AGE LEVEL** 9th Grade **LENGTH OF TIME** 3 Weeks Submitted by: Lawrence Kolwaite, Delores Dorozynski, & Gary Rosato Proctor High School	MAN AS CREATOR AND EXPLORER 1 Distance is directly related to time and rate MAN IN HIS PHYSICAL ENVIRONMENT AND AT WORK 2 Area of a rectangle is equal to the product of its width and length measure MAN AND HIS PHYSICAL ENVIRONMENT 3 Interest is equal to the product of the principal, rate (in terms of percent), and time (in terms of years). MAN AT WORK 4 In forming the equations for mixture problems, you must consider the number of units of each kind of material and the value of each unit	COGNITIVE 1 (a) Given a known value for one variable (D, R, or T) each student will be able to represent each of the other unknowns in terms of (x) with 100% accuracy COGNITIVE 1 (b) Given a motion problem the student will be able to decide what variable he/she is looking for, express it algebraically, write the related open sentence and solve for the variable with 70% degree of accuracy SENSORY - PSYCHOMOTOR 2 (a) Given an appropriate measuring device, each student will be able to find the area of any rectangular surface to 95% degree of accuracy COGNITIVE 2 (b) Given an area problem, the student will be able to decide what variable he/she is looking for, express it algebraically, write the related open sentence and solve for the variable with a 70% degree of accuracy COGNITIVE 3 (a) Given an interest problem, the student will be able to decide what variable he/she is looking for, express it algebraically, write the related open sentence, and solve for the variable with a 70% degree of accuracy AFFECTIVE 3 (b) Given choices between keeping a certain quantity of money at home, in a savings account, or investing in stocks, each student will choose which would be most profitable and state reasons for their choice COGNITIVE 4 (a) Given a mixture problem the student will be able to decide what variable he/she is looking for, express it algebraically, write the related open sentence and solve for the variable with a 70% degree of accuracy COGNITIVE 4 (b) Given a solution, of a certain % concentration, each student will be able to determine how much of an ingredient must be added so that the solution becomes more concentrated or deluted to form a solution of a different % concentration to a 70% degree of accuracy.	1 (a) The teacher shall give a lecture on the relationship between distance, rate, and time. A filmstrip shall be used as supplemental resource. (Reasoning Skill: recognizes relationships among objects and facts; identified cause and effect relationships) (Evaluation test - the student will be assigned 10 homework problems relating to the lecture) 1 (b) Each student will walk a quarter of a mile and use a stop watch to find out how much time was spent walking. From this data computation of his/her rate will be determined Mark 100 meters on the football field. Two students, starting from opposite ends of the 100 meter mark, will run towards each other. Record the time and distance for each when they start to when they meet. Then compute their rates, compare the rates and distance travelled by each 2 (a) Each group of 5 students will receive a one square foot piece of plywood. They will find the area of the foul zone, on a basketball court, from the baseline to the foul line 2. (b) The teacher will give a lecture on solving area problems - A filmstrip will be shown a supportive resource - Home work problems will be assigned 3. (a) The teacher will give a lecture on solving interest problems - Home work problems will be assigned. - The student will locate in the newspaper an ad by a local bank showing different interest rates for length of deposit and determine the interest per year for each. 3. (b) Teacher explanation and film on stocks - A field trip to an area bank and stock exchange. - Each of these groups will receive x amount of bogus bills. One group will act as if the money were kept at home. Another group will act as if the money were deposited in a savings account. The third group will invest their money in stocks. At the termination of a six month period, the group will compare their total assets 4. (a) The teacher will give a lecture on solving mixture problems - Home work problems will be assigned 4. (b) Each group of 5 students will make a 50% salt solution with water and then change it to a 30% salt solution by first determining algebraically how much water must be added Reasoning Skill: Produces solutions to problems. 1 Formulates hypothesis regarding solutions 2 Solves complex problems appropriate for the age level	DRIVER EDUCATION The students will know how to find their average speed after keeping track of the distance traveled and the time spent in a moving car on an open highway 2. (a) WOOD SHOP The student will determine the amount of paint needed to give two coats to the project they just finished building (ex.: birdhouse, gun case) 4. (a) SCIENCE In Science lab session, the student will be able to determine the concentration of a solution, given the quantity of ingredients, in terms of percent	FORMATION 1 The student will at sometime have money that is not going to be spent. What should he/she do with this money? 2 He/she may want to just keep it in a drawer in the bedroom, put it in a savings account, or invest it in stocks. 3 The student then determines which action will give him the best opportunity to increase the amount of money not spent. 4 He/she can choose any one of the three plans of action after making an analysis of all plans. 5 The student then follows through with his/her choice of action. 6 At any time the student can re-evaluate his/her choice to see if it really is giving him/her the best return on the unspent money.	1 Modern Algebra Book I, Dolciani et al, Houghton Mifflin 1962, chapters 5 - 7 2 Ninth Year Mathematics Review Guide, AMSCO School Publication 3 Teacher made worksheets 4 Overhead projector and transparencies 1 (b) Same as 1-4 above. 2 (b) Stop watch 3 (b) Metric tape. 2 (a) Same as 3 & 4 above square foot 2 (b) Same as 1-4 above. 3 (a) Same as 1-4 above. - Utica Daily Press. - Utica Observer Dispatch 3 (b) Same as 1-3 above. - Film - Paper money. 4 (a) Same as 1-4 above. 4 (b) - Salt - Water - Containers. - Graduated cylinders.	1 Number of correct answers on homework assignments. 2 Oral responses during discussion and question session 3 Written test. Ex.: If distance travelled is 25 miles, represent the rate of car in terms of time. 1 (b) Same as 1 & 2 above 2 (b) Written test Ex.: A plane and a train start from the same place and go in opposite direction. The plane's average speed is 475 mph, the train's average speed is 80 mph. In how many hours will the plane and train be 1500 miles apart? 2 (a) Check the accuracy of their results in measuring the area of foul zone and the area of their wood shop project 2 (b) Number of correct answers on home work assignments. - Responses to teacher questions during discussions. - Written test - 5 questions. Ex.: The area of a rectangle and a square are the same. The length of the rectangle is 8 more than a side of the square. The width of the rectangle is 4 less than the side of the square. Find the length of the side of the square and the area of the rectangle. 3. (a) Responses to teacher questions during discussions. - Number of correct answers on home work assignments. - Written tests - 5 questions. Ex.: Part of $5000 is invested at 6% and the remainder is invested at 5%. If the total annual return is $285, then how much is invested at each rate? 3 (b) At the end of the 6 month period, each student will write a one part report showing the results of all three groups, propose the best action to follow and explain why (with facts and figures) why it is the best action 4 (a) Responses to teacher questions during discussions - Number of correct answers on homework assignments. - Written tests - A confectioner makes 100 lbs. of candy to sell at $1.75 a lb. with some worth $1.90 a lb. How many pounds of each does he use? 4 (b) Using scientific methods, determine the actual concentration of the final solution. From the student results herein, it will be evident that he is capable of producing the problem accurately and solving same.

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FOUNDATIONS OF MATHEMATICS **UNIT TOPIC** INTRODUCTION TO THE METRIC SYSTEM **GRADE AGE LEVEL** 9th Year **LENGTH OF TIME** 3 Weeks Submitted by: G. Dape A. Guzzetti A. Nowak Utica Free Academy	MAN AND HIS PHYSICAL ENVIRONMENT Every individual nation including the United States has officially adopted or committed itself to use tne Metric system. MAN AS CREATOR AND EXPLORER The Meter is the basic unit of the Metric system and is subdivided into larger and smaller units through the following prefixes Micro - one millionth Milli - One thousandth Centi - One hundredth Deci - One tenth Deka - ten Hecto - One hundred Kilo - one thousand Mega - One million MAN AS CREATOR AND EXPLORER The liter (the unit of volume) and the gram (the unit of mass) are derived from the meter as follows: 1 - One liter is the volume of a cube with a side one tenth of a meter (decimeter) long. 2 - One kilogram (1000 grams) is the weight of one liter of water at 40 celsius. MAN AS CREATOR AND EXPLORER The liter and gram are divided into smaller and larger units through the same prefixes as the meter MAN AT WORK AND PLAY Metric measures are related to English measures as follows: 1 centimeter: 0.3937 in 1 meter: 39.37 inches 1 liter: 1.05671 Liguid quarts 1 kilogram: 2.2046 pounds MAN AT WORK The Metric system is easier to work with than the English system because its units are decimally oriented	AFFECTIVE - COGNITIVE Given several areas where the Metric system is used or will be used the student will discuss and recognize his need for learning this system of measurement COGNITIVE Given 20 intra-system conversion problems, the students will be able to use the prefixes to solve them to 85% accuracy. PSYCHOMOTOR - COGNITIVE Given 5 objects, the student will measure them to the nearer milli, centi or deci meter to 75% accuracy PSYCHOMOTOR Given a meter stick and suitable building materials the students will construct a model whose volume is a liter and whose weight when filled is a kilogram to 85% accuracy. COGNITIVE Given 20 intra system conversion problems, the students will be able to use the prefixes to solve them to 90% accuracy. COGNITIVE - PSYCHOMOTOR Given 5 masses, the student will measure to the nearer kilo, hecto, deca, deci gram to 75% accuracy COGNITIVE - PSYCHOMOTOR Given 5 volumes the students will measure to the nearer milli, centi, deci liter to 75% accuracy COGNITIVE Given 10 measurements in the Metric system and 10 measurements in the English system, the students will convert between these systems to 85% accuracy COGNITIVE - PSYCHOMOTOR Given 5 objects to weigh, measure, or find the volume of, the students will do the measurements in both the English and Metric systems to 75% accuracy	The students will do library research on different topics, either assigned or chosen. The students will view filmstrip 1 of "The Metrification of America" and discuss this filmstrip which concerns itself with the history and reasons for Metrification The students will make a metric ruler by cutting lengths of string the size of a meter and tying knots for the centimeter and decimeter divisions and color coding them - The students will view filmstrip 2 of "The Metrification of America" The students will use a calculator to compute problems involving division and multiplication by powers of ten Systemic Reasoning - Production of Order Rules and Problem Solutions (a) Produces order and rules 1- Formulates rules. 2- Uses rules appropriately - The teacher will prepare worksheets to familiarize the students with the metric prefixes. The students will measure length familiar to them. Examples: their height, waists wrists. - The students will measure objects - their desk, pencils, etc. - The students will build models out of card board and use scales and cylinders from the Science department to check the accuracy of these models The teacher will prepare worksheets to review conversion with Metric prefixes - The students will view filmstrip 3 of "The Metrification of America". - The students will weigh objects such as a candy bar, pencil, book, etc. - The students will conduct experiments such as the following one. Materials: Popcorn and Platform Balance. 1- How many kernels of popcorn are in a gram of popcorn? 2- How much would 1000 kernels of popcorn weigh? 3- How accurate do you think your answer is and why? - The students will view filmstrip 4 of "The Metrification of America." The students will use graduated cylinders to measure different amounts of liquids such as: a quart of water, a bottle of coke, etc. The students will conduct experiments such as the following one: Materials: Card board, Masking Tape, Scissors and Meter Tape Measure 1- Construct a cube one meter on a side. 2. How many of these cubes would be needed to completely fill this classroom? 3. How many liters of water would be needed to completely fill this classroom? - The teacher will prepare worksheets on conversion problems. (It is not necessary for students to memorize the conversion constants. A printed table of equivalents should be used.) - The students will measure commodities which are sold by weight, length, or volume. Examples: Food goods, material, linoleum.	SCIENCE Scientific measurements are metric, so any lab experiment would relate to this unit HOME ECONOMICS - LANGUAGES A language class could translate foreign recipes into English. The home economics cooking classes would prepare these dishes using metric measures. HOME ECONOMICS The students in clothing classes could figure their clothes, shoe, hat sizes in the metric system. They could also use a foreign made pattern to construct an article of clothing PHYSICAL EDUCATION Since the Olympic events are measured metrically, the field and track unit could be converted to use the Olympic standards AUTO MECHANICS A unit of foreign car repairs could be introduced into the auto-mechanics course	Students working in pairs will be asked to divide line segments of various lengths into three equal parts. These line segments will range in length from 5 inches to 6 feet, the shorter segments being drawn on paper, the longer ones formed by masking tape placed on the floor. There are three alternative methods to use 1. Measuring with a yard stick. 2. Measuring with a meter stick 3. Constructing with a compass and straightedge At the end of this exercise, the students will be asked to give a report to the class about the method they chose - why it was easiest to work with, and why it produced the most accurate results.	Materials - Selected according to learning experiences. Resources: Individualizing Mathematics Metric Geometry, by Foley, Jacobs, Basted, Addison-Wesley Publishing Co. (1970) The Metrification of America, Westinghouse Learning Press Sound/Color Filmstrip Series (1973). Think Metric Educational Products Inc (1973) The Metric System with Activities, Dr. Donald Buckeye, Midwest Publishing Co., Inc. (1972) A Cloudburst of Math Lab Experiments, Buckeye, Ewbank, Ginther, Midwest Pub. Co., (1971). How Much and How Many, Jeanne Bendick, McGraw-Hill Inc. (1960). Applications in Mathematics - Course A - Johnson, Hanson, Peterson, Rudwick, Cleveland, Bolster Scott, Foresman & Co., (1972). Additional Resources can be found in the following phamplets: Some References on Metric Information National Bureau of Standards, Special Publication 389 (Dec. '73). Catalog No.: C13 10:389 Stock No.: 0303-01219 It can be ordered by catalog and stock numbers from: Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402	Written or oral report. Short answer test: Example: ______ millimeters = 3 centimeters 6 kilometers = ___ meters. Check students individually to see if they have formulated a short-cut to multiplying and dividing by powers of ten. Choose 5 objects in the classroom for the students to measure and to record for you to grade. Example: A Bic pen is -- millimeters, -- centimeters, and -- decimeters long. Grade models the students build. Short answer test: Examples: 2 kilograms = --- grams --- Milligrams = 2 decigrams 1 liter = --- decimeters Choose five masses for the students to weigh and record for you to grade Choose five volumes for the students to measure and record for you to grade. Short answer test: Examples: 2 pounds = --- grams. 3 liters = --- gallons. Choose 5 objects for the students to measure and to record for you to grade

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MATHEMATICS **UNIT TOPIC** BANKING **GRADE AGE LEVEL** Grade 9 **LENGTH OF TIME** 3 Weeks Submitted by: Damiano & Rintrona Proctor High School	1. MAN AND HIS COMMUNITY A bank is an establishment for the custody of money, the extension of credit and the transmission of funds by drafts or bills of exchange. 2. MAN IN CONFLICT The two major types of banks are commercial banks and savings. 3. MAN AND HIS ASPIRATIONS AND FEARS Most commercial and savings banks provide insurance up to $20,000 on each depositor's account through the Federal Deposit Insurance Corporation. 4. MAN AT WORK A bank statement is a record issued by a commercial bank to depositors showing deposit charges against deposits, and the balance in a checking account. 5. MAN AND HIS ASPIRATIONS AND FEARS Checks are endorced to transfer title from one person to another. 6. MAN AND HIS ASPIRATIONS AND FEARS A carefully developed individual or family financial plan helps to provide savings to achieve worthwhile goals and lessen anxiety during periods of emergency. 7. MAN AT WORK Savings deposited in a savings institution earn interest. 8. MAN AND HIS COMMUNITY Safety of principal must always be the prime consideration in choosing a place to invest savings.	COGNITIVE 1 (a) Given the statement "Banks have established many activities," the student will list four activities to support the statement with an accuracy of 100% COGNITIVE 2 (a) Given 10 consumer services that banks provide, the student will differentiate between the services of a commercial and a savings bank to 90% accuracy (b) Given the statement "Commercial banks are called department store banks," the student will list 9 main services provided by commercial banks to 90% accuracy. (c) Given the assignment to shop around , savings and commercial banks the student will be able to contrast and compare the interest rate on savings account deposits to 100% accuracy. (d) Given 7 services provided by savings banks, the student will describe in writing the services to 90% accuracy. (e) Given 5 withdrawal and 5 deposit slips with information provided, the student will fill in the slips with 90% accuracy AFFECTIVE 3 (a) Given a list of local members and non-members of FDIC Insurance, the student will acquire his reasoning for patronizing at a particular bank. (b) Given 10 checks and information provided, the student will fill in the checks and check stubs to 90% accuracy. COGNITIVE 4 (a) Given a bank statement and a check register with a months transactions, the student will be able to reconcile the bank statement to 100% accuracy. COGNITIVE - AFFECTIVE 5 (a) Given 25 endorsed checks, the student will be able to categorize the checks under the headings of blank, special, qualified, or restrictive endorsements to 90% accuracy. (b) Given the statement "Blank endorsements create dangers" the student will decide in writing the dangers of blank endorsements to 90% accuracy. 6 (a) Given the statement "It is wise to save money", the student will be able to orally argue for or against planned savings 7 (a) COGNITIVE - Given 10 different principals with various rates of interest and time, the student will compute compound interest to 90% accuracy. 8. (a) AFFECTIVE Given a list of institutions, the student will be able to choose an institution in which to place funds for, a Christmas club, a down-payment on a home, college tuition, and the purchase of a car.	1. (a) Appoint a committee of students to obtain information and report to the class about the origin of commercial banks (b) Using local banks as examples, have the students list and explain the various functions of the bank (c) Arrange for an official of a bank to come to class to explain the services offered to businesses and the public 2 (a) Ask students to find out from their parents what banking services they have used and summarize in a written report. (b) Show a film or film strips which explain the operation of a commercial bank and savings bank. (c) Have students write to the Savings Bank Association of N.Y.S. for a copy of the Savings Bank Depositor (d) Through class discussion, develop an understanding of the differences between time deposits and demand deposits. (e) Prepare a bulletin board display or overhead projector transparency illustrating procedures for filling in deposit slips and withdrawal slips. 3 (a) In groups of 5, have the students discuss the importance of deposit insurance to individual depositors (b) Prepare "sample checks" on a duplicating machine and let each student practice keeping a checking account. 4 (a) Duplicate a copy of a bank statement for each student. Explain what each type of entry and symbol means. (b) Have students question parents or friends who have overdrawn checking accounts and have them report in a class discussion on what happened. 5. (a) Prepare a wall chart headed "Which kind of endorsement should I use?" Illustrate the different kinds of endorsements and suggest appropriate uses for each. (b) Set up a panel of 5 students to discuss the dangers of blank endorsements. 6 (a) Ask students to discuss financial planning with their parents and report on how much their families set aside for savings, insurance, etc. in terms of percentage of take-home pay 7. (a) Have students use a compound interest table to show which is most advantageous to the depositor Reasoning Skill: Uses rules appropriately. 8 (a) Have the students make a survey of local financial institutions to see how much interest is paid by each, what services each offers, and what the degree of risk is.	1. This topic would relate to a Social Studies class by having the student research and report as a panel the evolution of American banking as related to areas such as the industrial revolution, the economic growth and prosperity of our country and the free enterprise system. 2- It would relate to a Business Education class by having the students calculate compound interest when given the principal, rate and time of a business loan.	Clarification (a) Situation: If you were to inherit a large sum of money and you had no bills to pay or any present use for the money, what would you do with it? (b) In a discussion about the way one could handle the money some alternatives might be: 1- Deposit the money in a savings account of any bank. 2- Deposit the money in a "Savings Bank". 3- Invest the money in bonds. 4- Invest the money in stocks. 5- Keep the money in a safe-deposit box. 6- Keep the money in a safe place at home. 7- Loan the money with interest to a friend or relative. (c) After discussing the alternatives, have the students orally state the consequences of each alternative. (d) Have each student indicate in writing three choices among the alternatives discussed and for each choice state the consequences. Then have the student compare the three and make a final decision on the alternative he thinks is best and then write his reasons for his choice. (e) Group students who have chosen the same alternative and have them orally report and defend their decision. (f) In writing have each student indicate whether he feels he has made the correct choice and why he feels he has or has not. If he has not, begin again by stating the alternative he now feels is the best, its consequences and the reasons for being the best choice.	1- How to Manage Your Money, Marine Midland Bank, Family Finance Handbook 2. Economics: An Introduction and Analysis, Samuelson, Paul. 3- Bank officials. 4- Economics and the Modern World, Abbott, Lawrence. 5- The Story of Checks, Federal Reserve Bank of New York. 6- The Savings Bank Depositor, Savings Banks Association of New York State. 7- Applied Business Mathematics, Piper and Gruber 8- ABA Film Bank - bibliography of 150 films pertaining to all aspects of banking. 9- Compound interest tables. 10- Financial Handbook, Bozen, J.I. 11- Local banks. 12- Sample checkbooks, withdrawal and deposit slips. 13- The Economics of Money and Banking, Chandler. 14- Using Arithmetic in Everyday Life, Warp. 15- Fundamental Accounting Principles, Pyle and White. 16- Investment, Daniel Krowles. 17- Teaching Business Subjects, Douglas, Blanford, Anderson.	1. (a) Write a composition entitled "Banks Have Established Money Activities," with at least 4 activities. 2. (a) Under the headings "Commercial Banks" and "Savings Banks" with a list of 10 services list the services under the correct headings. (b) Under the statement "Commercial banks are called department store banks", list 9 main services provided by commercial banks. (c) In an essay, describe 7 services of a savings bank. (d) Contrast and compare the interest rate on savings account deposits on different savings and commercial banks from a previous assignment. (e) From the information given fill in five withdrawal slips and five deposit slips. 3. (a) In an essay, argue reasons for patronizing with members or non-members of FDIC. (b) With the information provided fill in the following checks and check stubs. 4. (a) Reconcile a given bank statement with the given monthly transactions as recorded from the check register. 5. (a) Under the headings "Blank, Special, Qualified and Restrictive endorsements" list the check numbers of the 25 given endorsed checks under the proper heading. (b) In an essay entitled "Blank Endorsements Create Dangers", write in 100 words, the dangers of blank endorsements. 6. (a) Orally elaborate on the statement, "It is wise to save money", for three minutes. 7. (a) Compute compound interest on 10 given principals with varied rates of interest and time. From this exercise it may be gleaned as to whether or not the student is able to appropriately apply rules. 8. (a) From a list of institutions, choose an institution in which to place funds for: 1- A Christmas club. 2- A down payment on a home. 3- College tuition. 4- The purchase of a car.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCED IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATH **UNIT TOPIC** CIRCLES **GRADE AGE LEVEL** 9 - 12 **LENGTH OF TIME** 4 Weeks Submitted by: Barbara Trybalski Michael Puleo & Janice Misuszek Utica Free Academy	1. MAN IN HIS PHYSICAL ENVIRONMENT MAN AT WORK (a) Perimeter means the distance around (b) Circumference is the distance around a circle. MAN AS CREATOR AND EXPLORER (c) The circumference of a circle is π times the diameter (C = π d) 2. MAN IN CONFLICT MAN AND HIS COMMUNITY, MAN AS CREATOR AND EXPLORER (a) Without the circle there would be no watches, bicycles, automobiles, steamships, or airplanes 3. MAN IN CONFLICT (a) A measurement is not exact. 4. MAN AT WORK The area of a regular polygon is one-half the product of the perimeter and the length of its apothem. 5. MAN AT WORK The area of a circle is equal to the product of the length of the radius squared and π. 6. MAN AND HIS PHYSICAL ENVIRONMENT The area of a circle is the limit of the inscribed regular polygons 7. MAN AS EXPLORER, CREATOR A construction is an imaginary drawing in which required points of lines are determined by the use of just two idealized instruments, a compass and a straigh edge. 8. MAN AT WORK, CREATOR EXPLORER Constructions are based on the many theorems, postulates, corallaries and definitions of geometry.	1. COGNITIVE: (a) Given a work sheet containing 10 problems, each student will use the circumference formula, C = 2π r, and the number π to find the circumference of these circles. Each student will do this with an accuracy of 100% 2. AFFECTIVE, SENSORY PSYCHOMOTOR (a) Derive the formula for the length of an arc x/360, where X is the number of degrees in the sector (to do this students will have to use textbook and C = 2πr. Each student will do this until equation is complete 3. SENSORY - PSYCHOMOTOR (a) Each student will program the number π on the Monroe Computer with an accuracy of 80%. 4. COGNITIVE: The students will find the area of 4 regular polygons (of 3, 6, 12, 36 sides) inscribed in a circle of radius 5 inches, using the formula A = ½ (ap), where A = area, a = apothem and p = perimeter, in 10 minutes with an accuracy of 90% 5. COGNITIVE: The students will compute the area of the circle of radius 5 inches, circumscribed about the regular polygons described in 4 above, using the formula A = πr2, where A = area, and r = radius, in 3 minutes with an accuracy of 95% 6. AFFECTIVE: Upon completing objectives 4 and 5 above, the students will write 2 - 4 sentences describing the relationship between the areas of 3, 5, 12, 36 - sided polygons inscribed in a 5-inch circle and the area of the 5-inch circle; (i.e. the area of a circle is the limit of the inscribed regular polygons). 7. PSYCHOMOTOR: Each student will be able to construct 14 of the 14 basic required constructions	1. (a) Film loop on circles (b) Study theorems on circumferences from text pp 567-578 (c) Library Research Have students read "Measurement of the Circumference of the Earth" by Erathosthenes. (d) The class with two other groups in different cities which all lie close to the same longitudinal line, measure the circumference of the earth 2. (a) Make a geoboard Use it to make circles with specific dimensions as given by the teacher (b) Show on the geoboard a sector of a circle and locate the length of the arc of this sector 3. (a) Assign program learning cards # 10-17 to be used in the Math Lab to compute circumference on the Monroe Computer. (b) Class will do research in library and give information on the three famous questions arising from the Greek Mathematicians. They are called "squaring the circle", "doubling the cube", and "trisecting the angle". 4. (a) Have the students inscribe 6 regular polygons (each with a different number of sides) in one circle of radius 10 inches. Have them discuss orally how this illustrates the phrase: "The area of a circle is the limit of the inscribed polygons." 4. (b) Assign readings in the text about areas of regular polygons. pp 558-562. 5. (a) Given a prepared worksheet containing 4 circles of radius 1, 2, 3 and 5 inches, the students will compute the area of each using the formula A = πr2. 5. (b) Have the students go to the Math Lab and using the Operation Achievement Program # 10-17, practice computing the area of a circle using the Monroe Calculator	1. (a) In either Art, Home Economics, or Industrial Arts, circumference could be reinforced by having borders put on circular objects (b) In Science class, reference to orbits in space as the circumference of an imaginary circular plane surface could be discussed 2. (a) Geoboards which consist of wood and nails can be constructed in Industrial Arts classes. 3. (a) The computation of π in both a biology and business class could be done on the computer since a biologist investigating laws of bacterial growth and an insurance actuary computing probabilities both use π in their work. 4. (a) This would relate to English because the students must make use of oral communication skills. 4. (b) This would relate to English in that reading skills would be used. 5. (a) & 5. (b) These would relate to Industrial Arts, i.e. how much paint is needed to cover a given circular area. This would also relate to Home Economics, i.e. finding how many square feet of rug you need to cover a given floor, how many yards of material do you need to make a circular tablecloth 6. (a) This would relate to Art in that the students would be designing something of beauty. 6. (b) This would relate to English because the students must make use of oral communication skills. 7. (a) Attend Art classes to get ideas on designs, using a compass. (b) Industrial Art classes - get some insight on designs on wood (c) Library - to do some research on designs created by using a compass only.	By what method would you prove that the area of a circle is πr2? The student will recognize the need to choose among the three methods available: 1- By formal proof, (2) indirect proof, and (3) by coordinate geometry The student now explores these three alternatives to decide which alternative he should follow. By investigation or proof and by discussion, he will decide which of the three alternatives to follow. Once his evaluation is completed, he will prove that the area of a circle is πr2 by his chosen alternative. In a group situation, the student will defend his chosen method.	1. (a) The Mathematics Student, "Measuring the Circumference of the Earth" by Murray Rudisell, Dec. 1973. (b) In library, read article on Measurement of the Circumference and Diameter of the Earth by Erathosthenes, History of Mathematics, Vol. I, D.E. Smith, p. 109 2. (a) Mathematics in Western Culture, Morris Klein. (b) The World of Mathematics, James R. Newman, Vol. 2, p. 1099. 3. (a) Operation Achievement, Monroe, The Calculater Co. Card # 10-17 (Math Lab). (b) The Story of Computers, Roger Piper Programs, pp. 135-136 by George Nokolariff. (c) Squaring the Circle, p. 103, Famous Problems of Math, Heinrich Tietze. 4. (a) Compass, ruler. 4. (b) Modern School Mathematics, Geometry by Ray C. Jurgensen, Alfred J. Donnelly and Mary P. Dolciani, Houghton Mifflin Company, N.Y. 1969. 5. (a) Prepared Ditto, rulers, compass. 5. (b) Use Operation Achievement Program # 10-17. On the Monroe Calculator. 5. (c) Text (4. (b) above) 6. (a) Cardboard, colored string, scissors, needles. 6. (b) Prepared Ditto, rulers, compass String Sculpture, by John Winter, Creative Publications, Inc. California 1972. 7. (1) Textbook - Modem School Mathematics, by Jergensen, Donnelly and Dolciani, Houghton Mifflin Company, N.Y.	Test: 1- Find the exact circumference of a circle with a radius of 3K in. 2- Find the radius of a circle whose circumference is 6√2 in. 3- How far does a rolling wheel with an 8 in. radius travel in 6 revolutions? 4- Test on the derivation of the length of an arc. 5- Class display on geoboard which were constructed. 6- Each students program of the number will be checked and a grade will be given. 4. (a) Test - Find the areas of 3 regular polygons (of 3, 5, 6 sides). Given the area and perimeter of a regular polygon, find the apothem. 4. (b) Find the area of a regular octagon of S inch side and T inch apothem. 5. (a) Test - Find the area of 3 circles or radius 3, 5, 9 to the nearest tenth (use π = 3.14). Given the area of a circle, find the radius. 5. (c) Test - Find the exact area of the region bounded by two concentric circles with radii 11 in. and 4 in. 6. (a) Curve stitching will be graded according to neatness, originality and creativeness. 6. (b) Test - Write 2-5 sentences telling how you would illustrate that "The area of a circle is the limit of the inscribed regular polygons."

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATH UNIT TOPIC CIRCLES GRADE AGE LEVEL 9 - 12 LENGTH OF TIME 4 Weeks Submitted by: Barbara Trybalski Michael Puleo & Janice Misuszek Utica Free Academy Page 2		8 COGNITIVE Given five basic constructions involving circles, each student will select three of the five constructions and write their proofs to 65% accuracy	5 (c) Assign readings in the text about areas of circles pp 566 570 6 (a) Have the students design curve stitchings to illustrate "The area of a circle is the limit of the inscribed regular polygons" 6. (b) Form groups of students. Have each group compute the area of a given circle and one polygon inscribed in it. Each group will have the same size circle but each will have a polygon containing a different number of sides. Have the groups compare their results orally. Reasoning Skills: Rational Reasoning - recognizes relationship among objects and facts. 7. (a) The student will do the constructions at their seats as the teacher is performing the 14 basic constructions on the blackboard or overhead projector. (b) Classwork, drill sessions and homework utilizing the 14 basic constructions. (c) Using the construction media, the student as a project will create designs on paper, wood or other materials he may choose. 8. (a) Lectures, and/or demonstrations on how to prove the basic constructions using theorems, postulates, and definitions of geometry. (b) Classwork and homework on typical constructions and proofs. (c) Building and/or designing models of the constructions to prove given situations.	8 (a) Attend Art classes to get ideas on how to build related diagrams or constructions in order to prove the given situation. (b) Industrial Art classes for techniques in wood working		(2) Amsco Review Book, Math 10. (3) Creative Geometry Experiments by Dr. Donald A. Buckeye, Midwest Publications, April 1970. (4) Geometric Constructions by M. Scott Norton, Webster Publishing Co., 1963. (5) Film strips - in library and/or Math Lab. 8. (1) Any Geometry, Math 10. Text book in Math Lab - Math Office or library. (2) Amsco Review Book, Math 10. (3) Film strips in library or Math Lab.	7 Written Test: Given 10 construction questions, the student will perform or do the required construction for 8 of the 10 questions. Ex.: Given line AB, point P outside the line. Construct a line through P parallel to AB. ↔ 8. Test: Given five constructions involving circles, the student will prove the constructions for three of the given questions. Ex.: Given arc AB, by construction, find the center of the circle and prove your construction. A⌒B

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COMPUTER MATH UNIT TOPIC WRITING COMPUTER PROGRAMS AND DISCOVERING COMPUTER APPLICATIONS GRADE AGE LEVEL 10th - 12th Grades LENGTH OF TIME 24-30 class sessions and 16 - 20 lab days Submitted by: Grace Dreidel, Richard Brady & Carol J. Fox	I. MAN AND HIS ASPIRATIONS The reduction of laborious tasks gives man the time to be more creative. II. MAN AT WORK AND IN HIS COMMUNITY The computer is a versatile tool III. MAN IN CONFLICT 1- A computer program does not always run 2- A computer program can give either misleading or erroneous information. IV. MAN IN HIS SELF-IMAGE A successful program gives self-satisfaction. V. MAN AT PLAY The computer offers amusement. VI. MAN AS CREATOR AND EXPLORER The computer is open to new horizons.	I. AFFECTIVE Given the statement "The computer is faster," each student will supply in two to four sentences, two reasons to support the statement. II. COGNITIVE Given a list of 10 programs of various topics, each student will select three programs to write and run on the computer with 80% accuracy COGNITIVE: 1 - Given an Olivetti program of ten steps, each student will locate all the errors, correct the program, and run the program on the P602. 2 - AFFECTIVE Given one computer program with its initial data, each student will analyze the output and write at least two constructive criticisms of the program and its results. COGNITIVE: Given a task each student will debug his program by the 3rd run. COGNITIVE: Given a game using the Honeywell 600-6000 Series, each student will select a game to play where he matches his "wits" with the computer. AFFECTIVE & COGNITIVE: Each student will submit a written project in which he explains and evaluates one new use of the computer.	I. Assign a calculating problem in which each student will compare his time to get the answer with the computer's time to do the same. II. (1) Discussion of the variety of career opportunies. (2) Taking field trips which demonstrate the practical uses of the computer. 1. (a) Construct ten work sheets which contain the following information: (1) A problem to be computed. (2) The input values and the desired result. Using these work-sheets, students will write Olivetti programs to solve the problems and when necessary they'll debug their program. (b) Each student will demonstrate his ability to use the machine in the presence of the teacher. 2. Each student will relate to the class one personal experience of computer error. Reasoning Skill: Make judgments as to the accuracy and consistency of patterns and rules. 1. Group discussion on how to debug a program. 2. A contest to see how many students can debug a given program in the least number of runs. 1. In a class lecture, students will learn how the log - on and log - off procedure, access a game, and run this game.	I. The student writes an Olvetti program for his science class in which the execution time of the computer can be compared with student's calculating time. 2. The student gives a report in his business class on the amount of time saved by computers in financial transactions. 1. Students bring to music class a recording of computerized music (MOOG - Synthesizer) and give a brief explanation of what it is. 2. Students will demonstrate to their Art class computer graphics made by Olivetti Plotter. 3. In business class, students will give a written/oral report of how the computer is utilized in various companies and/or the availability of employment in the computer field. 1. In English class, students will give a demonstration speech of how the Olvetti Computer operates and how to program it. 2. In social studies class, students will debate the ethical and unethical uses of the computer. 3. In Science class, students will assimilate a maze. 1. Computer students will train other members of their peer group on how to write successful programs. 2. Students will do projects for the guidance department. 1. Students create computer drawings for their art class. 2. Students will run the History and geography games and submit their scores to their social studies teacher.	I. Students will be asked to write a program which contains at least five calculations, record the execution time of the computer, perform the same calculations, and communicate with each other their findings. Alternatives: 1- Each student must decide the five calculations. 2- The student determines the amount of time to spend on these calculations. 3- Each student decides (based on item # 1 above) if it is faster to do the calculations on the computer or to do the calculations by hand. 4- In their discussions the students will relate which method is less time consuming and explain why.	I. INTRODUCTION TO COMPUTING T.E. Hull (In school library). MY COMPUTER LIKES ME Dymax Co. (In school library). 1. "Switched on Bach" Columbia Record Co. 2. Field trips to: (a) Utica Mutual Insurance Co. (b) Dept. of Motor Vehicles in Albany. (c) Griffiss Air Force Base. (d) IBM - Binghamton. (e) Law Enforcement Building - Oneida County. (f) Mohawk Data Sciences. (g) Newspapers - Utica Observer-Dispatch. (h) Cogar. (i) Upstate Computer Center. (j) Niagara Mohawk. (k) Bell Telephone - Cooperstown. (l) BOCES - Rome. (m) Monroe and Olivetti. (n) Utica Board of Education. (o) Social Security Office. (p) Internal Revenue Service - Andover Massachusetts. 3. Speakers: (a) Bell Telephone - Utica. (b) Computer Business Schools. (c) Computer Salesmen. (d) General Electric. (e) Former Kennedy graduates; majoring in Computer Sciences. 4. Films: (a) IBM. (b) Bell System.	I. Programs submitted to teacher. Weekly quizzes Written tests Students submit projects which demonstrate one or more computer applications. A teacher-made test and quizzes. The Art department will design certificates for students' achievements (as determined by computer teacher). Students submit all the games they've run. Students try to create their own games for the computer. Project submitted for teacher evaluation.
		2. Using the Honeywell 600-6000 Series, students will access the program entitled "Snoopy's Calendar" for the current year and will run it. 3. Students will make their own drawings and program them on the Honeywell hardware. 1. Take Field trips to: Griffiss Air Force Base to see the Research and Development Center. Observer-Dispatch to view a new concept in printing, and Mohawk Data systems to observe the new hardware. 2. If possible, students will develop a new use of the computer at John F. Kennedy High School.		In journalism on English class, discuss the new printing techniques as seen at the Observer-Dispatch; in science class discuss the new electronic hardware being developed.		THE USE OF COMPUTERS in SECONDARY MATHEMATICS, Dudley L. Post, Entelek Inc. 1970. COMPUTERS AND THEIR USES, William H. Desmonde, Prentice 1964. THE COMPUTER PROPHETS, Jerry M. Rosenberg, Macmillan 1969. COMPUTERS AND THEIR USES, William H. Desmonde, Prentice 1964 INTRODUCTION TO FORTRAN, S.C. Plumb, McGraw Hill 1964 DIGI-COMP II (hardware) Same as I - V, inclusive	

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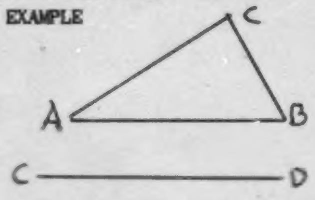
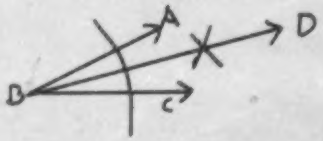
MATHEMATICS UNIT TOPIC CONSTRUCTION GRADE/AGE LEVEL GRADE 10 LENGTH OF UNIT 3 WEEKS	EXPLORER, CREATOR A compass locates a set of points at the same distance from a given point. EXPLORER, CREATOR A geometric figure is a union of line segments. WORK, PLAY, CREATOR, EXPLORER Although we only use a compass & ruler to construct in geometry, in other fields (drafting, architecture, etc.) other instruments are used. Examples triangles, protractors, T squares, etc. WORK, ASPIRATION, EXPLORER PLAY, GODS, SELF-IMAGE, CONFLICT COMMUNITY, ENVIRONMENT, CREATOR Our entire man-made and natural environment is constructed and/or composed of geometric lines and figures. CREATOR, WORK, EXPLORER Constructions are based on the theorems and postulates of Euclidean geometry.	PSYCHOMOTOR I Given the fifteen basic constructions, each student will be able to construct 10 of them. The ten basic constructions are 1-To bisect a given line segment. 2-To bisect a given angle. 3-To construct a line perpendicular to a given line through a given point on the line. 4-To construct a line perpendicular to a given line through a given point outside the line. 5-To construct a line parallel to a given line through a given external point. 6-To divide a line segment into any number of equal parts. 7-To construct a line tangent to a given circle through a given point on the circle. 8-To construct a line tangent to a given circle through a given point. 9-To locate the center of a given circle. 10-To construct a circle circumscribed about a given triangle. 11-To construct a circle inscribed in a given triangle. 12-To construct a triangle similar to a given triangle on a given line segment as a base. 13-To inscribe a square in a given circle. 14-To inscribe a regular hexagon in a given circle. 15-To inscribe an equilateral triangle in a given circle. COGNITIVE II Given the fifteen basic constructions each student will select 5 of them and write their proofs to 65% accuracy. COGNITIVE & AFFECTIVE III Given the three unsolved problems - angle trisection, duplication of the cube, squaring the circle - each student will become familiar with one of these unsolved problems by doing a project-based on the student's interest & ability.	THE TEACHER I (a) Performs basic constructions on overhead projector & students do them at their seats at the same time. (b) Drill at seats and/or blackboard. (c) Classwork on constructions that utilize the basic fifteen. (d) The students will create designs using basic constructions. Design may be done in any medium - on paper, with water colors, colored pencils, or pen; on linoleum - etchings with knife, on wood by burning or with nails and string. II (a) Lecture-Demonstration on how to prove a construction. (b) The students will do individual proofs at their seats with the aid of the teacher III (a) Teacher lecture. (b) The student will decide what type of project he would be interested in doing after he has done some research in the library. The teacher could also give suggestions to those students who can not decide.	I (d) Art - The art teacher could come into the classroom and aid the students with the selection of mediums to use & give pointers. III (b) (OUTSIDE AFTER SCHOOL HELP) English teacher will help those students writing papers by proof reading papers and making suggestions. Librarian will aid students by showing them how to do research. (Also English tracher could do this) Industrial Arts teacher will give help to those students who are making the constructions tools. Drama teacher will aid those students giving speeches. IV (b) The student could visit art classes, home economics classes, building construction classes during his study halls to observe, participate and gather data for his project. That is if he chose an occupation in one of these fields.	This value confrontation experience is not related to this unit, but is an actual project of the sociology classes. In history class, the students are taking an opinion poll about the prestige of 50 occupations. One hundred surveys will be taken. For each occupation one of the following categories is checked 1 - High prestige 2 - Moderate prestige 3 - Average prestige 4 - Little prestige 5 - No prestige It is the job of the Math students to compile and make a report of the results. The first decision that must be made is what point value to give to each of the 5 categories above. Three alternatives that might be considered are 2, 1, 0, -1, -2; 4, 3, 2, 1, 0, or 5, 4, 3, 2, 1 In considering these alternatives working with 2, 1, 0, -1, -2 would necessitate working with both positive and negative numbers which would be cumbersome. Both 4, 3, 2, 1, 0 and 5, 4, 3, 2, 1, would obtain about the same results. 4, 3, 2, 1, 0, would give a top score of 400 and a low score of 0. 5, 4, 3, 2, 1, would give a top score of 500 and a low score of 100. However, since 100 is always considered the best score and 0 the poorest, after further consideration, 4, 3, 2, 1, 0 should be chosen. The results of the surveys should be tallied and then divided by 4 to give a top score of 100 and a bottom score of 0. The next decision that must be made is what type of report should be written. The possible alternatives are: A listing, a bar graph or a straight line graph. Considering that there are 50 occupations to rank, both the bar graph and the straight line graph though possible to produce would be too large to be efficient in reporting the results. A listing of the occupations according to prestige (highest to lowest) would be the best method to use.	I (c) Amsco Review Book - Tenth Year Math pp. 634-656 I (c & d) Mathematics to Use by Potter Ginn & Co. 1962 I (c) Modern School Mathematics Structures and Use; Houghlin, Mifflen 1972 Chapters 4 & 10 I (d) Successful Devices in Teaching Geometry by Katherine O'Brien J. Weston Walsh 1955 I (d) Yes, Math Can Be Fun, by Brandes J. Weston Walch 1960, pp. 203, 204, 217 I (d) Everyday General Mathematics by Betz Ginn 1960 I (d & c) Geometry, Morgan, Zartman Houghton, Mifflin Co., 1963 pp. 195-199 I (d) Creative Constructions by Seymour & Schadler Creative Publications 1968 II (a & b) Any Geometry Text Amsco Review Book - Tenth Year Math III (a & b) Can and Can't in Geometry; William Ransom J. Weston Walsh 1960 pp. 12-52 III (a & b) Geometry Moise - Downs Addison-Wesley 1967 pp. 504-598 III (a & b) Mile - stones in Geometry Jay Stepelman MacMillen Co. 1970 pp. 5-16 III (a & b) The Trisection Problem; West Point, New York 1942 III (a & b) The Trisection Problem; Edwards Bros. Ann Arbor, Mich. 1947	I Essay test - Given a work line, the students will perform the basic fifteen constructions. EXAMPLE  Given $\triangle ABC$, $\overline{AB} \leftrightarrow \overline{CD}$ $\overline{CD}$ On line segment $\overline{CD}$ construct a $\triangle$ similiar to triangle ABC II Essay test - Given the 15 basic constructions (Already done on the test paper) the students will select 5 and write their proofs. EXAMPLE Prove that the following construction is true:  $\overrightarrow{BD}$ bisects $\angle ABC$ III Projects will be graded with a letter grade. IV Projects will be graded with a letter grade.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS UNIT TOPIC CONSTRUCTION GRADE/AGE LEVEL GRADE 10 LENGTH OF UNIT 3 WEEKS *(CONTINUED)*		PSYCHOMOTOR, COGNITIVE, AFFECTIVE IV Given a list of occupations (outside Mathematics) the student will choose 1 occupation and produce a term project showing how geometric constructions are used in this occupation. Possible occupations: Architect Mason Fabric Designer Draftsman Modern Sculptor Modern Artist Carpenter Cabinet Maker City Planner Civil Engineer Surveyor Furniture Designer Landscaper Packaging Designer	POSSIBLE PROJECTS: 1- Short paper about one of the Mathematicians who did one of these constructions with an instrument other than a compass and ruler 2- Construction and explanation of an instrument used by an ancient mathematician to trisect an angle. 3- 10 Minute talk in class instead of 1 or 2. IV (a) The teacher could hold a class discussion to start the students thinking about how geometrical constructions are used in occupations. (b) Each student will decide what type of project he would like to do Example: (Construct a bridge model, produce a modern picture, design a building, write a paper about how geometry is used in occupation chosen) (c) The teacher will confer with each student about his choice. (d) The student will do the research needed, using books and magazines or visiting a firm employing a person in the occupation chosen or using in-school sources such as art classes, building construction classes, drafting classes, and home economics classes.			IV The following books which have been listed above contain pictures and short passages about the occupations mentioned. 1-Mathematics To Use 2-Successful Devices in teaching Geometry 3-Everyday General Mathematics 4-Geometry by Morgan-Zartran 5-Geometry by Moise-Downs	*(CONTINUED)*

<table>
<tr><th>SUBJECT AREA</th><th>CONCEPTS & GENERALIZATIONS</th><th>OBJECTIVES, (AFFECTIVE COGNITIVE SENSORY, PSYCHOMOTOR)</th><th>LEARNING EXPERIENCES</th><th>RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS</th><th>VALUING EXPERIENCES</th><th>RESOURCES & MATERIALS</th><th>EVALUATION</th></tr>
<tr>
<td>MATHEMATICS

UNIT TOPIC
RELATIONS AND FUNCTIONS

GRADE AGE LEVEL
11th

LENGTH OF TIME
2 - 3 Weeks

Submitted by:
C. Vitagliano
&
B. Bonsel</td>
<td>MAN THE EXPLORER

Man, since the time of the Greek mathematicians have been exploring different areas of math and sciences. He is consistently seeking better ways of using his reasoning abilities. There are 3 strands that hold modern math theory together: (1) Idea of sets, (2) Language necessary to communicate ideas, and (3) Ideas of functions

Generalization

1- Relation is a set of ordered pairs.

2- Function is a special kind of relation.

3- Function is a correspondence or mapping of one set (domain) onto another set (range)</td>
<td>1. Given a relation in symbolic language, the student will be able to list the members of the set and vice versa with 90% accuracy

2. Given a number of different graphs, the student will be able to identify which is a true function by the "vertical line test" with 90% accuracy

3. Given a table of values with specific domain and range, the student will plot the ordered pairs on graph paper and then sketch the curve or line joining the points

4. Given the first and second degree function, the student will make a table of values for the function by determining an adequate domain for the values with 90% accuracy</td>
<td>1. The student will make a table of values illustrating the relation between the weight of a letter and its postage, the speed of a car and its stopping distance

Reasoning Skill: The student will see a pattern or trend in table. Decide if the trend is direct or inverse in nature. Evaluation: successful solution of the learning experience

2. The student will place a glass over a poster board and using a wax crayon designed for marking glassy surfaces, draw the graph of (x,y) y = x^2) relative to the coordinate system indicated. By moving the glass up and down, show what happens. By moving the glass right or left, show how it effects equation.</td>
<td>HISTORY

Student will make a chart of the progression of the English Crown. From the chart he examines the following relations:

1- "Is the father of"
2- "Is the cousin of" etc. and decides if the relation is:
(1) Reflexive
(2) Symmetric
(3) Transitive

PHYSICS

The students will do an experiment testing Galileo's law of acceleration, "The final velocity of an object starting from test product of the acceleration and time elapsed."

Experiment: As a ball rolls down inclined plane, determine its position at one second intervals. Make a table showing the relations between time and distance traveled. Record the data, graph the data and examine the characteristics of the relation. Is it linear or quadratic? Is there a formula or function which expresses the relation?</td>
<td>Give the students the problem to drop hard rubber balls from a window on the third floor of the building to find the need for Galileo Galilei's free fall equation. He might come up with such alternatives as:

1- Use numerous experiments and arrive at conclusion by inductive reasoning.

2- Try dropping other objects to see if there is a correlation between distance, time and weight.

3- Call in a physicist to find the correlation.

4- Use the formula y = $16t^2$ where y = the distance of the fall in feet and t^2 = the elapsed time in seconds after the start of the fall on all experiments to see the correlation.

He might come up with such consequences from the alternatives such as:

1- Using numerous experiments is time consuming.

2- Using numerous experiments will not prove all cases. He needs only one to collapse his theory.

3- Calling in a physicist may be impossible because of area experiment is taking place in. Student will choose one alternative and tell why. Teacher will question student if he's sure of his choice, and he will be able to defend his view. At a later date the student will be retested on the experiment with a similar problem. Check to see if he does it the same way.</td>
<td>1. HOLT ALGEBRA I, Holt, Rinlhart, Winston

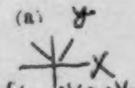
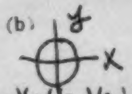
2. DISCOVERY ALGEBRA 2, Harcourt, Brace, Jovarovich

3. MODERN ALGEBRA AND TRIG 2, Solciani, Berman, Wooton

4. ELEMENTS OF MATHEMATICS, Exner

5. GUIDELINES, TEACHING MATHEMATICS, Johnson and Rising</td>
<td>Assuming that X = (-3, -2, -1, 0, 1, 2, 3) list the member of following sets:
(a) (x,y) : y = |x| 1)
(b) (x,y) : y > x-2)
(c) (x,y) : y = x^2)

2. State whether relation is a function. If not a function, explain why. If it is a function, state domain and range

(a)  (b) 
{(1,-2)(2,3)(3,4)} b{(3,2)(2,-)

3. Plot the following and sketch the graph. Indicate whether it is linear.
(a)<table><tr><td>x</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>y</td><td>-1</td><td>-2</td><td>-3</td><td>-4</td><td>-5</td></tr></table>(b)<table><tr><td>x</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td></tr><tr><td>y</td><td>4</td><td>1</td><td>0</td><td>1</td><td>4</td></tr></table>(c)<table><tr><td>x</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>y</td><td>-3</td><td>9</td><td>-11</td><td>-4</td><td>7</td></tr></table>(d) [illegible]

4. Draw a graph of the following
(a) $\{(x,y) : x = -(y+1)^2$
(b) $\{(x,y) : \frac{x^2}{9} + \frac{y^2}{4} = 1\}$
(c) $\{(x,y) : y^2 - 10x + x^2 6y +$
(d) $\{(x,y) : xy^2 4 + x^3 y^x 4$</td>
</tr>
</table>

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS UNIT TOPIC PERMUTATIONS & COMBINATIONS GRADE AGE LEVEL 11th & 12th LENGTH OF TIME 1 Week Submitted by: Donald Jory Utica Free Academy	MAN AT PLAY PERMUTATIONS are useful to man's everyday life and a study thereof will enhance man's appreciation of his world. MAN AT WORK Combinations are important in many fields of endeavor and should be part of any mathematics program.	COGNITIVE: Given the digits, 1, 2, 3, 4, 5, the student will determine the total number of possible 3 digit numbers which may be formed to a 100% degree of accuracy. AFFECTIVE: The student will appreciate the original thinking that someone must have done to discover the truths of this topic. COGNITIVE: Given the set 1, 2, 3, 4, 5, the student will determine the total number of possible sets of 3 elements which can be formed from this set with 100% degree of accuracy. AFFECTIVE: The student will develop an appreciation of the reasoning process used in developing the combination formulas.	(a) The student will make 5 cards and will arrange them three at a time. (b) The student will form the three digit numbers. (c) Students and the teacher will discuss the fundamental principle and the permutation formulas. The teacher will conduct lecture and discussion on the history of this topic. (a) The student will form committees of three from a "row" of 5 students. (b) The students will form sums of money from 4 different coins. The student will be led to discover the formulas by the presentation of sufficient examples. Reasoning Skills - Recognizes relationships among objects and facts.	GENETICS The student will form arrangements of "genes" of eye color in which both parents possess a dominant and a recessive gene. STATISTICS - The student will form the number of arrangements of five coins. He will shake ten coins for 100 times and make a histogram of the number of heads. BUSINESS - The students will collect data concerning shoe size. They will construct a histogram and will interview a shoe merchant concerning his purchasing methods. STATISTICS - The students will prepare a research paper on Quality Control.	During a test: 1- The student will decide which method to use in the solution of a permutation problem. 2- Alternatives - The student must decide to solve the problem by a permutation formula, by the "tree" method or by use of the fundamental principle. 3- Analysis of the problem. 4- Student decides to use the fundamental principle. 5- The student uses the fundamental principle. 6- Review. Student thinks this is the best way. 1- Classroom situation: The student must decide which method to use in solving a combination problem. 2- Alternatives. Use of a combination formula of actual formation of the sub-sets. 3- Analysis of the problem. 4- Student decides to use the formula. 5- Student uses the formula. 6- Student evaluates his work. He decides this was the best way to do the problem.	MODERN INTRODUCTORY ANALYSIS Houghton Mifflin 1970 by Dolcianni. PROBABILITY AND STATISTICS Addison Wesley 1961 by Mostellar. ADVANCED ALGEBRA Allyn Bacon 1961 by White.	Given ten situations involving permutations, the student will solve a minumum of 8 correctly. Further, he will illstrate all the possible permutation for one of these problems. Given 10 situations involving combinations, the student will solve a minumum of 8 correctly. Further he will illustrate all the possible combinations for one of these problems. It will be further obvious in reviewing the papers whether or not the student recognizes relationships among objects and facts.

MUSIC

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MUSIC **UNIT TOPIC** **PROGRAM MUSIC** **GRADE AGE LEVEL** Grade 7 **LENGTH OF UNIT** 5 to 8 Weeks Submitted by: Palma Falvo Roosevelt School	I MAN & HIS COMMUNITY & PHYSICAL ENVIRONMENT A. Music which represents an extramusical idea is termed program music. B. Composers may choose to represent a person, place or emotion in music. (a) Composers have represented nature in such compositions as: Grofe's Grand Canyon Suite Smetana's Ma Vlast. Grieg's "Morning from Peer Gynt Suite. (b) Composers have represented characters in such compositions as: Wagner's Overture to the Flying Dutchman. Grieg's Peer Gynt Suite. (c) Musical compositions have been inspired by works of art such as: Mussorgsky's Pictures of An Exhibition. (d) Musical compositions can be inspired by literary characters, folk tales and legends. 1. Grieg's Peer Gynt Suite was inspired by a work of Ibsen's. 2. Ravel's "The Conversations of Beauty and the Beast" was inspired by the children's tale. 3. Copland's Billy the Kid. was inspired by the American legend. 4. Holst The Planets. was inspired by mythology and astrology. II. MAN AT WORK, AS EXPLORER, AS CREATOR. A. In depicting extramusical ideas, the composer relies on the development of certain musical resources such as dynamics tempo, pitch, articulation, orchestration, etc. B. In depicting extramusical ideas, the composer utilizes various forms including suites, overtures, symphonic poems, ballets.	COGNITIVE: 1. Given 5 listening examples, the student will identify the extramusical idea being represented to a 70% degree of accuracy. 2. After having studied specific examples, the student will be able to discuss the difference between absolute and program music to an 85% degree of accuracy. 3. After studying the musical resources in chapters 4 and 9 of Making Music Your Own, Gr. 7, the student will be able to list and define 10 musical resources to a 70% degree of accuracy. 4. After listening to Holst's The Planets, students will be able to: (1) Identify the musical instruments used for each section. (2) Discuss how each planet is represented through the use of musical resources to a 75% degree of accuracy. 5. After studying examples of each, the student will be able to define and explain the following forms: suite, ballet, overture, symphonic poem, to a 75% degree of accuracy. 6. After studying examples of each, the student will be able to discuss in a composition of 150 words how musical composition reflects specific works of art, characters or legends. AFFECTIVE: 1. Given the print of a painting or work of art, or a poem, the student will find a musical composition which reflects the same mood or idea. 2. After listening to Wagner's "Overture to The Flying Dutchman", the student will make a chart showing how the composer represented two contrasting characters through the use of previously studied musical resources to a 75% degree of accuracy. PSYCHOMOTOR: 1. After having studied chapter 2 of Making Music Your Own, - 7, the student will be able to demonstrate examples of 10 musical resources vocally in an acceptable manner. 2. After having studied musical resources, the student will be able to demonstrate 10 resources on rhythm instruments in an acceptable manner. 3. After having studied musical resources, the student will be able to use these resources to create musical mood pictures with vocal sounds and/or rhythm instruments. 4. After creating a "mood picture" or programmatic composition, the student will be able to notate in an acceptable manner, his composition. 5. Given instruction, the student will be able to clap or tap the rhythm of important thematic material presented in this unit, in an acceptable manner. (Number 6. continued to the left of this column.) 6. Given instruction, the student will be able to sing or hum important thematic material in an acceptable manner.	1. Students will read and discuss chapter one, Book 7, Making Music Your Own (MMYO). 2. Students will read and discuss chapter two, "Seeing With Your Ears", MMYO-7. Intensive study of the musical resources in this chapter will be made. (Including examples of each, symbols where necessary). 3. Students will listen to Mussorgsky's Pictures at An Exhibition. The student will view the prints of pictures which inspired each section and discuss the musical portrayal of the pictures. 4. Students will view a filmstrip of Pictures at An Exhibition and discuss its portrayal of the music. 5. Students will read and discuss "Tone Color" - chapter 9 - MMYO-7. 6. Students will read and discuss "Program Music" - chapter 14-MMYO-7. 7. Students will read and discuss chapter 13, MMYO-7, "An Opera Overture". 8. After listening to the "Overture to the Flying Dutchman", the student will discuss the relationship between the story and the music and understand how the music uses two contrasting themes to represent Senta and the Dutchman. 9. After reading "A Composition for Orchestra", chapter 23-MMYO-7, the student will listen to The Planets and discuss instrumentation and the musical resources utilized. 10. After studying the music, students will see a filmstrip of Holsts, The Planets, and discuss its relation to the musical ideas. 11. After receiving a reasonable amount of instruction on program music and musical resources, students will engage in group work designed to foster creative experimentation in utilizing acquired knowledge to compose a programmatic "conposition". The group activity will be spread over the span of the unit and will begin with various exercises in musical resources (using rhythm instruments, vocal sounds, bodily sounds). These exercises will eventually be expanded as the students' knowledge grows. 12. After reviewing the Ibsen story of Peer Gynt, the student will listen to the Peer Gynt Suite by Grieg. 13. Students will see and discuss the filmstrip Peer Gynt. 14. Students will compare the paintings "Ship in A Squall" by Allston with Wagners' representation of a storm in his "Overture to The Flying Dutchman". 15. Students will listen to and discuss the following compositions dealing with nature: "Grand Canyon Suite", Grofe, "Morning", Grieg, and "The Moldaut" from Ma Vlast Smetana. 16. Students will view and discuss the filmstrip, Grand Canyon Suite.	LITERATURE: The student will read excerpts of Ibsen's play which inspired Grieg's suite. ART: The students will view and discuss the relationship between the paintings and the music portrayed in Pictures at an Exhibition. (Art work by Victor Hartmann). The student will research one painting or poem which reflects the same idea or mood as Grieg's "Morning" or Grofe's "Cloudburst". WRITING: The student will write paragraph on various aspects of program music.	The student becomes aware of the need of making choices, such as which musical composition will best fit a print of a painting, a work of art, or a poem. The student will be able to identify alternatives to his original choice and tell why he did not use them. The student will be able to defend his choice orally or in writing. If the student (in class) is not satisfied, he will present reasons why he should have chosen another print, work of art, or poem in making another choice.	BOOKS: 1. Making Music Your Own, Book 7, chapters 1,2,9,13,14,23. 2. The New College Encyclopedia of Music. 3. Music for Young Listeners, by Baldwin, p. 64-76. FILMSTRIPS: 1. Peer Gynt Suite, EAV. 2. Grand Canyon Suite, EAV. 3. Pictures at an Exhibition, EAV. 4. The Planets, EAV. RECORDINGS: Peer Gynt Suite-Grieg. Grand Canyon Suite - Grofe. Pictures at an Exhibition - Mussorgsky. "Conversations of Beauty and the Beast" - Maurice Ravel. "Overture", The Flying Dutchman, Wagner. ART: Works of Victor Hartmann "Ship in a Squall" Allston.	1. Student will be given an examination dealing with factual information as described in COGNITIVE OBJECTIVES. The standard form including fill-ins, multiple choice, matching and essay, will be utilized. (Passing score of 65%). 2. Teacher will evaluate classwork and group activities according to individual students' effort and ability. 3. Student will be able to write a composition of 150 words discussing the various aspects of program music giving specific examples of how extramusical ideas are incorporated into music. 4. Student's progress is constantly evaluated throughout the unit by means of: 1. Oral questions. 2. 10 item quizzes weekly. 3. Worksheets on filmstrips. 4. "Personal Reaction," paragraphs written on compositions being studied.

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MUSIC UNIT TOPIC OPERA GRADE AGE LEVEL Grade 8 LENGTH OF UNIT 10 Weeks SUB TOPICS: 1. Vocal Production 2. Roles 3. Staging 4. Instrumentation 5. Orchestration 6. Make-up Costuming Submitted by: M. Gayle Reinhoudt Seymour School	MAN & HIS INTIMATES 1. The success of an opera depends on the selection of personnel. 2. The role of each member of the company, both internal and external, are interdependent. 3. It is the responsibility of the entire troupe to adhere to the technical "blueprint" suggested and to conform to acceptable standardized procedures for staging. 4. The instrumentation and orchestration will compliment the company and the structure of performance area, so as to achieve a comparative balance between the performer, instrumentalist and listener. MAN AS A CREATOR & EXPLORER 5. In order to create an illusion, the performer and directors must demonstrate an awareness of the period in history the opera recreates.	COGNITIVE: Given a script (and libretto) and stage dimensions each student will construct (on paper) a set design to scale with 80% accuracy. COGNITIVE: Given a libretto and recording of a score, each student will identify the instruments and the contrast between vocal and instrumental parts, with 80% accuracy. AFFECTIVE, PSYCHOMOTOR: Given the materials, each student will build a model set (to scale) to the dimensions designated on the blueprint with 75% accuracy. PSYCHOMOTOR, COGNITIVE: Given a script, each student will identify, list and construct the wardrobe for each member of the performing group with 90% accuracy. PSYCHOMOTOR, COGNITIVE: Given choral speaking literature, each student will recite as directed (and indicated) the material with 75% accuracy. COGNITIVE, PSYCHOMOTOR, AFFECTIVE: Given choral speaking literature, each student will direct his peers in speaking as the score suggests with 85% accuracy. PSYCHOMOTOR, COGNITIVE, AFFECTIVE: Given a recording of various singing styles, each student will identify the styles and categories with 80% accuracy. PSYCHOMOTOR, AFFECTIVE: Given a tape recorder, each student will record both his speaking and singing voice and analyze each. PSYCHOMOTOR: Given a basic make-up kit, each student will apply theatre make-up to the face and neck to achieve traditional application, to be tested for accuracy under stage lights.	1. Debate classical opera vs. rock opera. 2. Offer interpretive (modern) dance classes. 3. Show mood of music through movement. 4. Read and intrepret an: A. Libretto. B. Script. C. Instrumental Score. D. Choral speaking score. 5. Develop ear, eye, discrimination through listening and following a score. 6. Classmates judge performers. 7. Performer evaluate and criticize his own performance. 8. Propose changes. 9. Video-tape instrumental and vocal sessions. 10. Visit a performance of said opera. 11. Invite leading vocal instrumental and drama personnel to give workshops to class. 12. Invite leading ballet instructor into classroom to discuss correlation between ballet and opera. 13. Attendance at Great Artist Series.	SHOP: Construct a set. LANGUAGE ARTS - The class will develop rating charts, each student will act out and rate his own and other performances, verbally and written. SOCIAL STUDIES - The class and individual decide who will function best in which capacity and define responsibilities. SHOP, ART, MECHANICAL DRAWING - 1. Design sets on paper. 2. Construct a model set. 3. Build the full size set. HOME EC. & ART - 1. Draw sketches of costumes. 2. Visit design class. 3. Have models and designers lecture the class. 4. Visit textile factory. LANGUAGE ARTS - Discuss the literature being performed. MATH - Discuss financial aspects. SOCIAL STUDIES, HOME EC., ART, LITERATURE: Investigate clothing of various periods of history. View movies of various periods in history which correspond to period studied in opera. Study literature of various periods. Study period Art. Identify styles of clothing. Identidy type of acting technique	Produce a musical: (a) For school. (b) For the community. An example would be the classic - "Tom Sawyer". VALUING QUESTIONS: Do superstitions influence our pattern of living? VALUING EXPERIENCES: I. Periodic group sessions with cast, during the rehearsal of musical A. Discussion 1. The effect of one member not learning his lines. 2. How to show expression in singing. 3. The interaction of roles. 4. The problems of blocking. 5. What type of mikes. 6. Is there a balance between vocal and instrumental? 7. Are the members able to keep up with their other work? 8. Why did you decide to take an active part in this musical? 9. What do you hope to gain from this experience? II After the performance: A. 1. Has being a part of the musical influenced your social life? Has it altered your values? In what way? 2. When it was over, did you feel a let-down? (was the end rather anti-climatic?) 3. What was the reaction of your family? Your friends? Your community? 4. Did participation in this musical alter your personality? In what way? Does this please you or are you somewhat disappointed in yourself? 5. Did any theatrical superstitions influence your behavior? If so, which ones? And why? 6. Did you fullfil your goal by actively participating in this musical? 7. What changes in approach would you suggest in producing the next musical? 8. How has this helped you in your other content areas?	1. Utica Symphony Orchestra. (a) Membership (performers) (b) Conductor. 2. Con Amori Orchestra. 3. Utica Chorale. 4. Players Theatre. 5. School Musicals held at (a) JFK. (b) Proctor. (c) UFA. 6. YWCA - dance instructors. 7. School faculty. 8. Kirkland College performing Arts department. 9. Utica College drama and music department. 10. MVCC performing arts personnel. 11. T.V. Guide. 12. Cable Viewers Guide. 13. "B Sharp" Club. 14. "Etude" Club. 15. Utica Opera Guild. 16. Utica Free Library. 17. Bell Telephone Film Library. 18. Players of Utica (Theatre). 19. Up Stagers. 20. Up State New York Lyric Theatre. 21. Munson Williams Proctor Institute. 22. Utica Public Libraries. 23. Mid York Library.	1. Through debate. 2. Panel discussion. 3. Group sessions. 4. Questionnaire. 5. Recorded viewing. 6. Recorded viewing. 7. Video-tape evaluation. 8. Multiple choice and essay quiz. Take home quiz. 9. Collected feedback from audience after viewing results. 10. Responses to program ticket sales. 11. Self-evaluation forms.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNOTIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MUSIC HISTORY UNIT TOPIC THE ROMANTIC PERIOD GRADE/AGE LEVEL GRADE 8 LENGTH OF UNIT 10 WEEKS	I. MAN & HIS ASPIRATIONS & FEARS. (a) The French Revolution gave birth to the artistic, literary, and musical revolution known as the Romantic Movement. II. MAN IN CONFLICT. (b) The Romantic Movement demanded and attained individual liberty for the artist. III. MAN & HIS COMMUNITY & HIS PHYSICAL ENVIRONMENT. (c) The ideals and concepts that inspired the music, literature and painting of the Romantic Movement include: 1- Rebellion and revolution against oppression. 2- Equality for all. 3- The dignity and worthiness of the individual. 4- Love of various kinds: (a) Love of all mankind. (b) Ideal and eternal love. (c) Young love and its attendant heartaches. (d) Love of nature. 5- Interest in the mysteries and the supernatural. 6- Freedom of all, and in everything. IV. MAN AS CREATOR & EXPLORER. (d) The Musical developments that were inspired by the Romantic ideals are: 1- Rebellion against the classical forms and structures. 2- Bolder harmonies. 3- Longer and louder pieces, with greater contrasts. 4- Stronger, more outspoken emotions. 5- Greater technical feats of virtuosity.	COGNITIVE: 1. Given 6 listening examples the student will list those compositions which sound romantic in nature, to a 70% degree of accuracy. 2. Given a list of 30 composers, the student will underline those composers who are considered Romantics to a 65% degree of accuracy. 3. After listening to the final movement of Beethoven's "9th Symphony", the student is to list the Romantic ideals proclaimed in the composition to 70% degree of accuracy. 4. After hearing a Mozart symphony and Berlioz's "Symphony Fantastic", the student is to discuss in 100 words or less the differences in orchestration to a 70% degree of accuracy. 5. Given a definition of "virtmosity", the student will identify in writing the virtuosic elements in Liszt's "Mephisto Waltz" to a 70% degree of accuracy. 6. Given notation of the 2 themes in Chopin's "Fantasie-Impromtu", the student is to identify in writing (A, B, C) the form of the composition to a 70% degree of accuracy. 7. After listening to Chopins "Ballad in G Minor", the student is to identify and list as many piano resources as possible in composition to a 65% degree of accuracy. 8. Given several classes of study on the opera "Faust", the student will identify in writing arias played on the record player as well as the characters singing the arias to a 65% degree of accuracy. 9. Given the story of "Rigoletto", the student will list all the main characters, making special note of voice classification to 70% of accuracy. 10. Given chapter 3, Book 8 of "Making Music Your Own", to study, the student is to list the exotic elements evident in the opera "Carmen" to a 65% degree of accuracy. 11. Given the opera "Lohengrin" to study, the student will identify in writing the "leitmotivs" when played on	1. The student will view in class the filmstrip "Early Romanticism", parts from "An Audio Visual History of Music" (E. A. V.). The student will then participate in a class discussion about the filmstrip. 2. The student will read in class chapter 20, Book 8, "Making Music Your Own" on "The Romantic Period". 3. The student will study in class Shubert's "Der Lindenbaurn" on page 192, Book 8, of "Making Music Your Own". 4. The student will refer to the Harvard Dictionary of Music, pages 737-738 on Romanticism. 5. The student will study and/discuss in class chapter 15, Book 8, "Making Music Your Own", "The Romantic Orchestra". 6. The student will study and discuss in class chapter 2, Book 8, Making Music Your Own, "Style in Performance". 7. The student will listen to and discuss in class Beethoven's 6th Symphony. 8. The student will study and discuss in class Chapter 14, Book 7, Making Music Your Own, "Program Music". 9. The student will listen to and discuss Beethoven's 9th Symphony in class. 10. The student will study and discuss Chapter 2, Book 7, Making Music Your Own, "Seeing With Your Ears", in class. 11. The student will listen to Chopin's "Ballade No. 1" in class and discuss the pianistic devices used by the composer. 12. The student will study and discuss in class Chapter 9, Book 8, Making Music Your Own, "The Performer". 13. The student will listen to and discuss in class "The Mephisto Waltz" of Fran Liszt, Concentrating on the "Virtuosic" elements of the piece. 14. The student will study and discuss in class Chapter 8, Book 7, Making Music Your Own, "Listening for Form". 15. The student will study and discuss in class Chapter 3, Book 8, Making Music Your	LITERATURE 1. The student will acquaint himself with the close union of poetry and music by reading and discussing in class the poetry of Heinrich Heinz as used by Robert Schumann in his song cycle "Dichterliebe". The student is provided written translations of the poems. 2. The student will study and discuss in class Victor Hugo's play "Le Roi S'Amuse", as used by Verdi as the basis for his opera "Rigoletto". 3. The student will discuss the Romantic ideals and concepts which inspired the poetry of William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, William Butler Yeats, and John Keats. The following poems are used as examples: "The Solitary Reaper" Wordsworth. "The Rime of the Ancient Mariner", Coleridge. "Darkness" & "Sonnetton Chillon", Lord Byron. "Hymn of Pan", Shelley. "The Wild Swans at Coole", Yeats. "On The Sea" & "When I Have Fears", Keats. ART The student will study and discuss the Romantic ideals and concepts that influenced the following paintings: "Fanatics at Tangier" Delacroix. "Moonrise Over The Sea", Friedrich. "Hero", Turner. "Mad Woman", Gericault "An Evening With Franz Liszt", Danhauser.	The student is posed the following question: In the opera "Carmen", Don Jose, after brawling with his captain at the Inn of Lillac Pastia, has the Gypsies take his side. Under their influence Don Jose decides to desert and run away with Carmen. Putting yourself in Don Jose's shoes and disregarding the story's actual outcome, "would you have made the same decision?" The student is then asked to come up with alternatives which could be as follows: 1 - Refuse to go with the Gypsies, forget Carmen, and suffer the consequences of being late on post and brawling with his superior. 2 - Refuse to accompany the Gypsies, but run away on his own. 3 - Refuse to accompany the Gypsies and finish his fight with the Captain. 4 - Other. A class discussion follows." Each student is then asked to choose one of the alternatives and write a rationale supporting his decision. At a later date the student is asked to choose again, and again write a rationale for his choice; thereby, any change in values may be perceived.	Books: 1. "Make Music Your Own", books 7 & 8, Chapters Book 7, 2, 3, 8, 9, 13, and 14. Chapters Book 8 - 1-4, and 20. 2. "The Story of Great Music" Time-Life, "The Romantic Era". 3. "Harvard Dictionary of Music" p. 737-738. Filmstrips: 1. "Audio Visual History of Music" E. A. V. "Early Romanticism" "Later Romanticism" 2. "Rigoletto" E. A. V. 3. "Carmen" E. A. V. 4. "Tosca" E. A. V. Recordings: Beethoven, Symphonies #6 and #9. Berlioz, "Symphony Fantastique", Chopin, "Ballade "1 in G Minor", "Fantasic - Impromtu", Schumann, "Dichterliebe", Liszt, "Menhisto Waltz", Wagner, "Lohengrin", Verdi, "Rigoletto", Bizet, "Carmen", Puccini, "Tosca", Greig, "Peer Gynt Suite #1", "Mourning", Verdi, "Ritorna Vincitor" from Aida, Tckaikowsky, Symphonies #4, #5, and #6., Piano Concerto #1, Mussorgsky, "Boris Godounov", Brahms, "Symphony No. 4", Dvorak, "New World Symphony", Records for "Making Music Your Own", books 7 and 8. Poems: 1. "The Solitary Reaper", Wordsworth. 2. "The Rime of the Ancient Mariner", Coleridge. 3. "Darkness" & "Sonnett on Children", Lord Byron. 4. "Hymn of Pan", Shelley. 5. "The Wild Swans at Coole", Yeats. 6. "On the Sea" & "When I Have Fears", Keats. Paintings: 1. "Fanatics at Tangier", Delacroix. 2. "Moonrise Over The Sea", Friedrich. 3. "Hera", Turner. 4. "Mad Women", Gericault. 5. "An Evening with Farnz Liszt", Danhauser.	1. The student will be given an examination in the following format: 1 - 20 fill in the blank. 2 - 2 essay questions. 3 - 10 true-false. 4. - 5 matching. 5. - 30 multiple choice. The examination will be based on as much of the unit's material as possible with a 65% score needed. 2. Given 3 listening examples from "The Romantic Era" and 3 from "The Classical Era", the student is to contrast and/or compare the music in a composition of no less than 150 words. 3. After listening to "R. Viacitore" from "Aida", the student is to write a composition which compares or contrasts the style of performance with that of Aretha Franklin's recording of "Respect". 4. After listening to Greig's "Mourning" from "Peer Gynt Suite I," the student is to discuss in a paragraph of no less than 100 words the statement, "Seeing With Your Ears". 5. Given the statement "Music is a Reflection of the Times", the student is to argue in a paragraph, of no less than 150 words the validity of the statement based upon their studies of the Romantic Era.

CONTINUED

SUBJECT AREA

MUSIC
HISTORY

UNIT TOPIC
THE ROMANTIC
PERIOD

GRADE/AGE
LEVEL
GRADE 8

LENGTH OF
UNIT
10 WEEKS

CONTINUED

CONCEPTS &
GENERALIZATIONS

6. Freedom in form and expressiveness.

V. MAN & HIS PHYSICAL ENVIRONMENT.

(e) Beethoven, in his Symphony No. 6 - the "Pastoral", celebrated two aspects of Romanticism - the love of nature and of rustic life.

VI. MAN & HIS COMMUNITY

(f) "Ode to Joy", Beethoven in the final movement of his 9th Symphony, proclaimed one of Romanticism's highest ideals - the "Brotherhood of Man".

VII. MAN AT WORK.

(g) Felix Mendelssohn's music is marked by adherence to classical forms, brilliance of orchestration and polished refinement.

VIII. MAN AS A CREATOR AND EXPLORER.

(h) Hector Berlioz's most important contribution to music was his imaginative orchestration - his unprecedented use of numbers and combinations of instruments,

IX. MAN AND HIS COMMUNITY

(i) Robert Schumann was notedly a composer of many fine works such as "Dichterliebe" - Lieder based on the poems of Heine, but an important music critic.

X. MAN AND HIS INTIMATES

(j) Frederic Chopin's compositions are full of delicate nuances, and they explore all the resources of the piano, including tone color; sustained singing melodies; rhythmic vitality; and ornamentation.

XI. MAN AND HIS SELF-IMAGE

(k) Franz Liszt's handsome profile and unmatched bravura performances, led to his becoming a matinee idol.

XII. MAN IN CONFLICT.

(l) A political revolutionary, Richard Wagner makes use of "leitmotivs", short musical themes which symbolize characters, ideas, and situations important in his operas.

XIII. MAN AND HIS ASPIRATIONS AND FEARS

(m) All of Giuseppe Verdi's major operas of the 1840's and 1850's were based on plays by Romantic dramatists such as Victor Hugo.

XIV. MAN IN CONFLICT.

(n) An example of French opera is Charles Gounod's "Faust", based on a poem by Goethe.

XV. MAN AND HIS INTIMATES

(o) The Romantic interest in the exotic is evident in George Bizet's opera "Carmen".

XVI. MAN IN CONFLICT AND HIS INTIMATES.

(p) Examples of Italian "Verismo" or the expression of violent passions in music, may be found in the operas of Giacomo Puccini.

XVII. MAN AND HIS COMMUNITY.

(q) Bohemia's greatest nationalistic composer was Anton Dvorak.

XVIII. MAN AND HIS GODS

(r) The great Russian, Modest Mussorgsky's most important work was the opera "Boris Godounov", based on a play by Pushkin.

XIX. MAN AND HIS COMMUNITY.

(s) The most popular of the nineteenth century Russian composers was Peter Tckaikowsky.

XX. MAN AS A CREATOR AND EXPLORER.

(t) The great German, Johannes Brahms fused classical form with Romantic spirit.

(u) Other Romantic composers with established reputations are: Franz Schubert, Carl Maria Von Weber, Jean Sebelius, Edward Grieg, Bedrich Smetana, Mikhail Glinka, Cesar Frank, Alexander Borodin, Nikolai Rimskykorsakov, Camille Saint-Saens, Edward MacDowell.

OBJECTIVES.
(AFFECTIVE. COGNITIVE.
SENSORY. PSYCHOMOTOR)

record player, to 65% degree of accuracy.

12. Given the name Anton Dvorak, the student is to discuss in a paragraph of 100 words or less, the composers association with Nationalism in music to a 65% degree of accuracy.

13. Given a list of characters from "Boris Godounov", the student will recall in writing the story of the opera to a 70% degree of accuracy.

14. Given a definition of Italian "verismo", the student will list the elements in Tosca, which make it a fine example of the "verisms" style, to a 65% degree of accuracy.

AFFECTIVE

1. After listening to Beethoven's "Symphony No. 6," the student will argue, in a paragraph of about 150 words, whether it is "programmatic" and supporting their argument to a 65% degree of accuracy.

2. After hearing Smefana's "The Mouldou," the student will judge it as a good example of "program" music to a 65% degree of accuracy.

3. Given a list of ideals which influenced the music, art, and literature of the Romantic Period, the student will seek at least 2 examples from each area that reflect any or all of these ideals.

4. Given a list of musical developments which were inspired by Romantic ideals, the student will seek at least 2 recorded examples which reflect one or more of these musical developments.

PSYCHOMOTOR

1. Given the score to "Der Lindenbaum" (The Linden Tree) by Schubert, the student will perform the work in an acceptable manner. (considering his own talents).

2. After hearing Smetona's "The Mouldou", the student will construct a chart of the different phases of life along the river and the tempo, dynamics, and instrumentation used to achieve the desired orchestral effects to 70% degree of accuracy.

LEARNING EXPERIENCES

Own, "An Opera" - selections and story of Carmen.

16. The student will study and discuss in class the E.A.V. filmstrip "Carmen",

17. The student will study and discuss in class the opera "Rigoletto." Filmstrip "Rigoletto" E.A.V.

18. The student will study and discuss the opera "Faust" in class.

19. The student will study and discuss in class, Chapter 12, Book 8, Making Music Your Own, Choral Style III.

20. The student will study and discuss the opera "Boris Godounov," in class.

21. The student will study and discuss in class the opera "Tosca." (E.A.V. Filmstrip "Tosca").

22. The student will study and discuss chapter 9, Book 7, Making Music Your Own, "Tone Color".

23 The student will study and discuss Lohengrin in class, making special note of "Leitmotivs".

24. The student will study the texts and listen to excerpts from Schumann's "Dichterliebe."

25. The student will listen to and discuss in class the music of Tckaikowsky based on excerps from:
    Piano Concerto No. 1
    Symphony No. 5
    Symphony No. 6
    Swan Lake
    Sleeping Beauty

26. The student will listen to, and view the filmstrip "Symphony from the New World". E.A.V.

27. The student will look up and write short sketches on the following composers:
    Franz Schubert
    Alexander Borodin
    Jean Sebelius
    Bedrich Smetana
    Ceasar Frank
    Nicolai Rimsky-Kovsakov
    Camille Saint-Saens
    Edward MacDowell.

28. The student will listen to and discuss in class, Berlioz's "Symphony Fantastic" making special note of the composer's imaginative orchestration.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
CONTEMPORARY MUSIC UNIT TOPIC JAZZ GRADE AGE LEVEL 10 - 12 LENGTH OF TIME 4 - 5 Weeks Submitted by: Angela Rivers Utica Free Academy	I MAN IN CONFLICT 1 It is not man's nature to subdue his own manhood in total submission of all his rights The drudgery and toil of everyday life in slavery gave rise to new forms of music in America that were to later fuse into jazz II MAN & HIS SELF IMAGE 1 The songs projected by Louis Amstrong on his trumpet were a direct reflection of his own singing style III. MAN & HIS COMMUNITY 1. During the depression years the big band sound traveled over the wires (radio) to families who no longer could afford the luxury of going "out on the town" IV. MAN AT PLAY 1. Jazz of the swing era was to the teenager of the Bu'at 40's as rock is to the teenager of today.	COGNITIVE SENSORY PSYCHOMOTOR 1 After discussing slavery and the civil war, the student will list factors in the lives of the blacks that later became the foundation of jazz to 80% degree of accuracy COGNITIVE SENSORY PSYCHOMOTOR: After listening to recordings of Louis Armstrong Duke Ellington Thelonis Monk and Dave Brubeck the student will identify the characteristics of each style that give it its own uniquenes to 70% degree of accuracy. AFFECTIVE: After a discussion of the various social and historical events in our century, the student will decide how the following affected the development of jazz to 70% degree of accuracy. (The depression, prohibition slavery, integration.) COGNITIVE SENSORY PSYCHOMOTOR: Given several styles of jazz, the student will be able to place the time period and the social acceptability of each style to 75% degree of accuracy.	1. The student will do a comparison of Dixieland to Swing 2. The student will listen to and discuss different kinds of basses such as boogie woogie ragtime walking 3 The student will improve on a riff 4 The student will write his own blues with lyrics 5 The student will view the audio visual history of jazz and then participate in a discussion 6. The student will read pages 35-47 in Living With Music and answer questions at the end of the chapter 7 The student will view Listening to jazz and participate in a discussion 8. The student will do at least a 3 page written report on a jazz musician and include 2 listening examples in the report. 9. The student will listen to recordings of cool, bop, progressive, swing, dixieland, modern and new thing. They will analyze the examples in relationship to the elements and how each is treated.	SOCIAL STUDIES 1 The student will discuss slavery and life style in the south, up through WW I 2 The student will study and discuss the affects of the industrial revolution and new developments in technology How they helped as well as hindered musicians 3. The student will discuss Americas attitudes towards jazz musicians, both black and white during pre-WWI the swing era and the early 50's ENGLISH: The student will read the autobiography of Malcolm V (Sections that relate to big band). 2 Read and discuss Ebony Magazine on: 1. Billy Holiday. 2 Dianah Ross 3 The Blues Singer.	Discuss the conditions of the life of the blacks during pre-civil war times How do you think music affected the lives of these people? Do you think that the blacks would have created these musical forms if they had been citizens rather than slaves? Discussion: If there had never been jazz would there have been rock?	Filmstrips: 1. Learning to Listen to Jazz 2 An Audio Visual History of Jazz 3 Pop Music in America Books: 1 Harvard Dictionary of Music 2 Living with Music Vol II 3. Ebony Magazine 1973 4 Autobiography of Malcolm X Recordings: 1 Jazz Poll Winners. 2 Giants of Jazz. 3 Bitches Brew 4 Duke Ellington's Greatest Hits. 5. Time Out. 6 The Best of the Modern Jazz Quartet 7. Rhapsody in Blue. 8. Billie Holiday - Lady Day. 9. I Like Jazz - Anthology. 10. Blood Swegt & Tears. 11. Smack Water Jack.	1 Given 4 listening examples of style of jazz the student will identify the styles and contrast them 2 Given the statement "Jazz is an American Art Form the student will discuss in a paragraph of no less than 100 words those elements of jazz that make it American Music 3 The student will be given a unit quiz (a) 5 multiple choice (b) 10 fill in the blank. (c) 10 listening examples. (d) 5 essay questions (e) 1 diagram.

SCIENCE

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
GENERAL SCIENCE (HEALTH) **UNIT TOPIC** **INFECTIOUS DISEASES CAUSES & PREVENTION** **GRADE AGE LEVEL** Grade 7 **LENGTH OF UNIT** 2 - 3 Weeks Submitted by: Helen C. Fanelli Roosevelt School	MAN IN HIS PHYSICAL ENVIRONMENT MAN AND HIS SELF-IMAGE MAN AND HIS INTIMATES MAN IN CONFLICT MAN AND HIS COMMUNITY A. Causes of Infectious Diseases: 1- Some types of bacteria, viruses, and parasites cause diseases in man. (a) Bacteria depend upon plant and animal cells for food in order to grow and proliferate. (b) A few bacterial types cause diseases in man, but most kinds of bacteria are beneficial to man. (c) Disease-producing bacteria grow in living cells and kill them by giving off waste products known as toxins. (d) Disease-producing bacteria can be identified microscopically by three basic shapes: ball-shaped, rod-shaped, and spiral-shaped. (e) Viruses are much smaller than bacteria and can grow and reproduce only in a living cell. (f) Parasites are organisms that depend on other living things (hosts) for food and can, therefore, cause illness (g) Protozoans of a harmless nature can commonly be found living in water and can be distinguished from harmful ones by certain characteristics. (h) All disease-producing parasites can be contracted directly through contaminated human and animal carriers. MAN AND HIS INTIMATES MAN AND HIS COMMUNITY MAN AND HIS SELF-IMAGE MAN AND HIS FEARS & ASPIRATIONS MAN AS CREATOR AND EXPLORER B. Prevention of Infectious Diseases: 1. Good health habits must be practiced by everyone to prevent the spread of disease germs and the illnesses they carry. (a) At home (b) At work (c) At School (d) At play 2. Causes and Prevention of Diseases is a world-wide problem and task. 3. Many Diseases can be prevented by the use of vaccines.	1. Given: the 3 terms bacteria, virus and parasite, the student will be able to state the similarities and differences of each one to the other two (Cognitive) a. Given: an example of bacterial action, i.e., the souring of milk, the student will be able to describe the conditions which led to milk spoilage and the process of bacterial nutrition and growth in the process. (Cognitive, Affective) b. Given: appropriate materials, the student will construct a table showing how some bacteria can be necessary and beneficial to man (Psychomotor). c. Given: a choice of 5 bacterial caused diseases, the student will prepare a written report on one disease, describing the physical symptoms of that disease. (Cognitive) d. Given: the proper tools after having seen illustrations of the 3 basic bacterial shapes on charts and filmstrips, the student will be able to draw or construct models of the 3 bacterial shapes and state one disease caused by each type. (Psychomotor) e. Given: the sources of information (textbooks, page numbers, etc.), the student will research and prepare a brief report on the role viruses play in causing diseases. (Cognitive). f. Given: the experience of viewing a filmstrip depicting malaria, ringworm, trichinosis, tapeworm, abd athlete's foot, the student will be able to orally describe the kind of parasite causing one of these diseases, and will demonstrate a physical reaction to that disease. (Cognitive, Affective, Psychomotor). g. Given: the necessary equipment and materials, the student will examine a drop of pond water to observe different kinds of protozoans, and will draw 2 specific ones that he sees. (Affective, Psychomotor) h. Given: a specific example of a disease, the student will write a report in his own words explaining the step-by-step circumstances under which the disease was contacted: a case history report (Cognitive, Psychomotor) 1. a, b, c, d Given: blank paper, the student will prepare a chart listing (Continued to the right).	1. Comparison of bacteria with viruses and other parasites. Use of microscope and prepared slides of bacteria and other parasites. (a) Awareness of environmental conditions necessary to life functions of bacteria. (b) Study of some important industries that depend on "good" bacteria for production of a consumer product. (c) Awareness of the role microorganisms play in personal and family illnesses; knowledge of disease symptoms. (d) Comparison of different shapes of disease bacteria, and appreciation of the importance of identifying, accurately, the proper bacterial shape by health personnel in arriving at accurate diagnosis of resulting disease. (e) Study and comparison of various kinds of viruses from photographs, charts, and films to arrive at understanding of their uniqueness. (f) Review and understanding of parasites, other than bacteria and viruses, that can cause diseases. (g) Use of microscope in identifying living organisms. 1- Analysis of living micro-organisms for typical characteristics. (h) Student demonstrates his ability to arrive at accurate conclusions regarding the disease process through deductive reasoning, by a written report in which he breaks assignment down into specific tasks showing proper sequence. 1. a, b, c, d Demonstration of knowledge of practical health habits to be pursued wherever he may be. 2. Location, identification, and analysis of news material relating to diseases, their causes and processes, relating news findings accurately. Study and comparison of disease vectors throughout the world, and mode of transmission of disease by each. 3. Appreciation of importance of keeping accurate records as an aid in maintaining a high level of personal and family health.	1. ENGLISH: Correct oral procedures, use of encyclopedias and dictionaries, correct library usage; ability to collate pertinent material from literary sources, methods of speech construction in preparing and presenting oral reports. 2. ART, INDUSTRIAL ARTS: Drawings and construction of models. 3. SOCIAL STUDIES: Ability to work cooperatively and constructively with a group of peers; comparison of incidence, kinds, and extent of diseases transmitted by various disease vectors in different countries of the world, role of various levels of government in the control and prevention of diseases. 4. HOME ECONOMICS: Proper handling of food to minimize spread of illness by that route. 5. MATHEMATICS: Charting growth of bacterial colonies in a specified period of time: laws of probability in determining course of disease through bacterial counts. 6. ENGLISH, SOCIAL STUDIES, MATHEMATICS: Construction of a record chart, its organization, mapping changes in one's health status.	1. The student will state his feelings for the need to control the spread of diseases through personal and governmental efforts. 2. Recognizing the need for the individual to exercise personal initiative at home, school, work and play in the control of diseases. 3. Identification of diseases and the role they play in local and global health and economy. 4. Realizing the importance of vaccinations in disease prevention and the need for maintaining accurate personal records.	1. Utica Public and School Libraries. 2. Textbooks. 3. Encyclopedias and dictionaries. 4. Materials for viewing and preparing micro-organisms. (a) Microscope. (b) Pond water. (c) Hand lens. (d) Prepared slides. (e) Films and filmstrips. 5. Art material for drawing or construction of bacterial models, protozoans, etc. (a) Art paper. (b) Cardboard. (c) Clay. 6. Local and world Public Health Maps. 7. Magazines and newspapers. 8. School Nurse (Explaining School district health program).	1- Teacher-constructed tests. Evaluation of techniques involving microscope usage. (a) Evaluation of validity of oral techniques and explanations. (b) Evaluation of construction and execution of table. (c) Evaluation of written report. (d) Evaluation of drawings and models. (e) Evaluation of ingenuity and content demonstrated in research report. (f) Short-answer quiz on protozoans, as depicted in film strip. Evaluation of oral report. Oral discussion of sources of protozoan infections. (g) Evaluation of microscopic technique; validity of drawings. (h) Evaluation of documented sources, references; validity of oral defense of completed report. 1. a, b, c, d. Evaluation of chart. Oral discussions of various health practices. 2. Panel discussion of research findings. Validity of oral reports. 3. Validity of prepared records. Teacher-constructed test on vaccines.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

- CONTINUED -

3 good health practices to be followed in each of the given places, in order to minimize the spread of disease (Cognitive, Psychomotor).

2. Given: the time, direction, and specific sources of information, the student will participate in a committee to collect newspapers clippings and magazine articlem on diseases and orally report findings to the entire class (Affective, Psychomotor).

3. Given: procedural information and help of his parents, the student will make a disease and vaccination record which will include all diseases he has had and diseases for which he has been vaccinated and the dates. Finally doctor may be consulted for accuracy. (Cognitive, Psychomotor).

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
GENERAL SCIENCE (BIOLOGY) UNIT TOPIC ECOLOGY ENVIRONMENTAL STUDY TRIAL PROGRAM GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 2-3 WEEKS	MAN & HIS PHYSICAL ENVIRONMENT 1. The physical environment consists of all non-living factors: (a) Soil is the most common substrate in the world. (b) There are 3 types of rock. (c) Soil is formed by the weathering of rock. (d) Humus is an important part of soil. (e) Water is essential for life. (f) Water is a limiting factor. (g) Air is necessary for most organisms. (h) Many factors affect oxygen supply. (i) Temperature is a limiting factor. (j) Light is a limiting factor.	(a) The student will be able to identify and define the term substrate. (Cognitive). (b) After collecting several rock samples, the student will be able to classify the rocks. (Psychomotor, cognitive). (c) The student will be able to explain and demonstrate the weathering of rock and the formation of soil. (Cognitive, psychomotor). (d) The student will be able to argue pro or con, the value of humus in soil. (Affective). (e) The student will be able to explain why water is necessary for life. (Cognitive). (f) The student will construct a graph showing how water is a limiting factor. (Psychomotor). (g) The student will question why air is not necessary for all organisms. (Affective). (h) The student will propose ideas to increase the oxygen supply of organisms. (Affective). (i) The student will construct a graph showing how temperature a limiting factor. (Psychomotor). (j) The student will construct a graph showing how light is a limiting factor. (Psychomotor).	1. (a) Comparison of soil with other substrate material. (b) 1-Field trip to Proctor Park and/or South Woods. 2-Use of microscope to compare rock material. 3-Comparison of rock hardness. (c) 1-Demonstration of physical weathering. 2- Use of microscope to compare and contrast individual rock particles. (d) Field trip to Proctor Park and South woods-comparison of soil cuts and plant growth. (e) Study of the systems of organisms and their need for water. (f) Comparison of life found in the different areas of the world. (g) Growth of bacteria. Aerobic vs. anaerobic. (h) 1-Study of soil aeration. 2-Experiment to compare oxygen output of plants in sunlight and darkness. (i) Comparison of life found in the different areas of the world. (j) 1- Field trip to Proctor Park and South Woods. 2- Comparison of life found in forest vs. open field.	1. (d) ENGLISH - proper methods of constructing argument presentations. (f.i.j.) MATH - proper methods of graph construction and organization. (h) ENGLISH - proper use of library, encyclopedias.	The student will state his feelings for the need to halt water pollution. I.E.) It is important that water pollution be halted by industry and home owners to maintain or improve our environment. Identification and alternatives. Each student will identify alternative measures for maintaining clean water. I E.) 1. Stop industries from dumping effluent into water. 2. Stop home owners from allowing sewage to flow into water. 3. Build sewage treatment plants. 4. Treat all material which enters water.	1. Utica parks Various substrate materials: bread orange agar Microscope Materials for bacterial Growth: Substrate Incubator Sterilizer Bacterial sample Petri dishes Encyclopedia (set) Plants for oxygen experiment. Graph paper.	1. Teacher constructed test. Evaluation of the validity of Oral examinations. Evaluation of graphs.
	2. The biological environment consists of all living organisms in an environment. (a) Living organisms include protists, plants, and animals. (b) Most organisms are limited to a certain biotic community. (c) Biotic communities depend on the physical environment for life support.	(a) The student will be able to list the characteristics of each type of living organism and give 5 examples of each. (Cognitive). (b) The student will list 10 reasons why organisms are limited to a certain biotic community. (Cognitive). (c) The student will construct a chart demonstrating the relation between communities and physical environment. (Psychomotor).	2. (a) 1-Use of microscope and prepared slides of organisms. 2- Field trip to Proctor Park collect water samples, insects, terrestrial, invertebrates, etc. 3- Analysis of organisms for typical characteristics. (b) 1-Review of organism characteristics. 2- Study of physical environment and communities existing in that environment.	2. (c) MATH - construction and organization of a chart. ART - possible drawings for chart.		2. South Woods Microscope Prepared slides of organisms Paper for charts	2. Teacher constructed tests. Evaluation of microscope techniques. Evaluation of chart.
	3. Organisms belong to different habitats. (a) Habitats are varied. (b) Many factors affect a typical habitat. (c) Habitats are constantly changing. (d) A change in habitat causes a change in the type of organism living there. (e) Each organism in a habitat occupies a certain ecological niche. (f) Man plays an important part in the change of habitat.	(a) The student will be able to list 10 separate habitats. (Cognitive) (b) The student will be able to explain how different factors affect a typical habitat. (Cognitive). (c) The student will be able to explain why habitats change. (Cognitive). (d) The student will demonstrate why a change in habitat causes a change in the type of organism. (Psychomotor).	(a) Field trip to South Woods and Proctor Park. (b) 1 - Field trip to South Woods and Proctor Park. 2 - Comparison of the different ecological areas in the parks. (c) 1 - Same as (b). (d) 1 - Field trip, South Woods and Proctor Park. 2 - Comparison of different habitats in different areas of the parks and the city of Utica.	3. (a) SOCIAL STUDIES - comparison of the geographic areas within the city of Utica. (d.f.) SOCIAL STUDIES - review old land maps of the Utica area - study changes in what was mapped from year to year. (e) ART-INDUSTRIAL ARTS - construction and organization of model. (f) ENGLISH - LANGUAGE ARTS - methods of speech construction for criticism.		3. South Woods Proctor Park Maps for comparison of Geographic areas and Habitat changes- City of Utica Planning Department and/or Oneida County Planning Dep't. Building material for construction of habitat model.	3. Teacher constructed test. Evaluation of model. Evaluation of oral explanations.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
GENERAL SCIENCE (BIOLOGY) UNIT TOPIC ECOLOGY ENVIRONMENTAL STUDY TRIAL PROGRAM GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 2-3 WEEKS *CONTINUED*	4. All organisms interact with other organisms. (a) All organism affect other organisms. (b) The types of interactions are: neutralism, commensalism, amenalism, protocooperation, mutualism, parasitism, and predation. *(c) Competition results* in the survival of the "stronger" species. (d) Man has a great effect on other organisms. (e) Man has a great effect on the interaction of organisms.	(e) The student will criticize a model of a habitat and identify 5 ecological niches. (Psychomotor, cognitive). (f) The student will criticize man's use of natural habitats. (Affective).	(e) Comparison of animal niches to the occupational niches of different people. (f) Study of habitat changes over a 10 year period in the Utica area and how man has caused these changes.	4. (a) ENGLISH - proper oral techniques for descriptions, - value studies for student reaction and interaction. (c, d) ENGLISH-ART-DEMONSTRATION - combining oral and visual communication. (c) ENGLISH - proper skit or play construction. (d) PHOTOGRAPHY - slide show of man and organism interaction. (e) MATH - techniques of logic English-use of math-logic to construct a valid argument.	Consequences and alternatives. Each student will state the consequences of not halting water pollution Consequences of: (1) 1- Streams will carry pollution to large bodies of water. 2- Organisms will die 3- Stream and/or lake will become dead. Consequences of: (2) 1- Streams will carry pollution to large bodies of water. 2- Plant life will grow too rapidily. 3- Bacteria will multiply at too rapid a rate. 4- Fish will die. Consequences of: (3) 1-If sewage treatment plants are not built, water cannot be cleaned. 2- If plants are not built, individual sewage systems must be constructed. Consequences of: (4) 1- Water will be cleaner. 2- Harmful material can be neutralized. 3- Organisms will not be harmed.	4. Paper for visual demonstrations. Camera Film Projector Screen	4. Teacher constructed test. Evaluation of oral presentations. Evaluation of photography. Evaluation of oral argument.
		(a) The student will be able to explain how organisms are *affected by other organisms.* (Cognitive). (b) The student will be able to describe and give examples of the various interactions of organisms. (Cognitive). (c) The student will demonstrate why competition results in a stronger species. (Psychomotor). (d) 1- The student will demonstrate how man affects other organisms. (Psychomotor). 2- The student will give logical objections to man's misuse of organisms. (Affective). (e) The student will argue, pro or con, on man's effect on organism interaction. (Affective).	(a) 1- Field trip to Proctor Park and South Woods. 2- Study interactions of students. (b) Comparison of animal interactions to various types of human interactions. (c) Skit or play-people competing for jobs, food, etc. (d) Field trip-travel around the Utica area-view how man has affected other organisms.				
	5. All organisms are part of a food web. (a) Energy is a requirement of all organisms. (b) Patterns are developed for acquiring energy. (c) Food chains are a part of food webs. (d) A food web includes all types of organisms (which are a part of the food chains).	(a) The student will be able to explain why energy is needed by organisms. (Cognitive). (b) The student will demonstrate how a food chain pattern is established in acquiring energy. (Psychomotor). (c) The student will construct a food web incorporating the three main food chains. (Psychomotor). (d) The student will construct a food web demonstrating organisms found in a typical food web. (Psychomotor).	(a) Study of the cellular activity of cells and energy transport. (b) 1- Study of the methods of food gathering by organisms 2- Study of food and nutrient usage by organisms. (c.d.) 1- Field trip to South Woods and Proctor Park. 2- Study of the interelationships of organisms. 3- Study of the methods of food gathering by organisms	5. (b) Photography - energy chain. (c, d) MATH-ENGLISH - techniques in organizing data and material. (c, d) ART- construction and drawing of food webs.	Free choice among alternatives. The student will indicate his choices of the alternative measures, in written or oral form. For Example: Industries must stop dumping raw, untreated sewage into water. If no sewage dumped into water, streams will not carry pollution to larger bodies of water. Industrial sewage poisons organisms and if there is no sewage, organisms will survive. If sewage is carried into lakes the water becomes so poisonous that	5. Camera Film Projector Screen Drawing material for food webs.	5. Teacher constructed tests. Evaluation of films (slides). Evaluation of slide, film, presentation. Evaluation of food webs.
		(a) The student will explain and describe waht a population is. (Cognitive). (b) The student will construct a model of a geographic area and demonstrate why a population is influenced by its organisms. (Psychomotor). (c) The student will list 7 ways in which a population is influenced by its organisms. (Cognitive). (d) The student will construct a chart of the group characteristics of a population. (Psychomotor). (e) The student will argue constructively concerning the	(a) Comparison of human communities and relating this to other organisms to determine what a population is (b) 1- Study of geographical regions and organisms common to these regions. 2- Comparison and contrast of the organisms found in these regions. (c) 1- Field trip to South Woods and Proctor Park. 2- Study of populations in the parks. 3- Comparisons of populations and organisms. (d) Study of population, and relating the common points of each. (e) Comparison of populations in the Utica area over a period of 10 years to determine ways in which they have changed.				

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GENERAL SCIENCE (BIOLOGY) UNIT TOPIC ECOLOGY ENVIRONMENTAL STUDY TRIAL PROGRAM GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 2-3 WEEKS	6. All organisms belong to a population. (a) Individual organisms compose a population. (b) A population is generally limited by geography and the interbreeding of organisms. (c) A population is influenced by its organisms. (d) A population has group characteristics. (e) A population changes.	ways in which a population changes. (Affective). (a) The student will argue pro or con to the statement that a balance of nature is reached in a community. (Affective). (b) The student will construct a graph showing the cyclic scheme of the balance of nature. (Psychomotor). (c) 1- The student will draw a map of Proctor Park. The student will map the flight path of a bird under observation to determine boundary of the bird's community. (Psychomotor). 2- The student will map the trail area around a woodchuck hole. (Psychomotor).	(a) 1- Field trip - Albany Hill area. 2- Study the evidence of predators and common prey. (b) Study of the wild game reports from the "New York State Conservationist (1965-1973)". (c) 1- Field trip to Proctor Park - swamp area - bird watching. The student will attempt to observe the pattern of a bird's flight. 2- Study trail areas of a woodchuck around its den to determine the territorial boundaries.	6. (a) ENGLISH - comparison of community relations, - value judgements. (b) SOCIAL STUDIES - study of geography of the world esp. U.S. (b) ART-INDUSTRIAL ARTS - construction of geographical model. (d) ART - construction of chart. (e) ENGLISH - methods of presenting speeches and arguments. (e) SOCIAL STUDIES - comparisons of maps of Utica area to determine changes. Language Arts - study of the Latin names used to name plants and animals.	no living organisms can survive in the water. Internalization. The student will demonstrate that his choice follows logically from his statement of values and will defend his choices against examination and criticism from others. The student will hopefully, become more aware of the misuse of our natural resources and will join forces with local groups to strengthen legislation against pollution of our water ways.	6. South Woods. Proctor Park. Geographical maps of the world and the U.S. Materials to build the geographical model. Paper and materials for construction of charts. Old land survey maps of Utica area - City of Utica Planning Department.	6. Teacher constructed test. Field practical-identification of populations and communities. Evaluation of geographical model. Evaluation of oral prresentations.
CONTINUED	7. The biological community is composed of many individual populations. (a) A balance is reached between the populations of a community. (Balance of nature). (b) The balance of nature is cyclic. (c) Communities have boundaries.	(a) The student will be able to explain why succession results in a change in communities. (Cognitive). (b) The student will be able to describe by drawings or schematics, the orderly steps of succession. (Psychomotor). (c) Since the populations are changing, the student will debate whether competition is strong during succession. (Affective). (d) The student will write a brief comparison of climax vegetations and the climax fauna of each. (Psychomotor). (e) The student will write a brief essay explaining why a climax forest is not necessarily permanent. (Psychomotor). (f) The student will be able to list the characteristics of succession. (Cognitive).	(a) 1- Field trip to Proctor Park or South Woods. 2- Study the various areas of succession to determine how and what changes have occurred. (b) 1- Field trip to Proctor Park. 2- Line transect or pictorial transect of the swamp-swamp forest area, to demonstrate succession. (c) 1- Field trip to South Woods. 2- Study of forest floor, open field, and upland forest. (d) Study of separate regions of the world and typical climax of each, including flora and fauna. (e) Study old maps of Utica parks and find a typical climax area. Determine if this area is still a climax stage of development. (f) 1- Field trip South Woods and Proctor Park. 2- Line transect-pictorial transect. 3- Ph of soil from various areas. 4- Study of various succession areas.	7. (a) ENGLISH: - methods of pro-con debating. (b) MATH - graph organization and construction. (c) SOCIAL STUDIES - map reading. MATH - map scales. ART - map drawing. (d) Use of library to obtain magazines.	Re-evaluation. The student will recognize that the results of a choice can be related back to at least one of the originally predicted consequences.	7. Albany Hill area. Library "New York State Conservationists." Proctor Park. Graph paper.	7. Teacher constructed tests. Evaluation of graph. Evaluation of maps and field awareness.
	8. Ecological succession is constantly occurring. (a) Succession is orderly. (b) Succession results in changes in communities. (c) Competition is strong during succession. (d) A climax vegetation corresponds to a climax fauna. (e) Climax flora and fauna are not permanent. (f) Succession has characteristics.	(a) The student will be able to list 7 ways in which soil loss affects the environment. (Cognitive, Affective). (b) The student will criticize the ways in which man causes erosion. (Affective) (c) The student will be able to list 5 ways in which erosion can be halted. (Cognitive). (d) The student will demonstrate methods of halting erosion. (Psychomotor). (e) The student will argue critically to water pollution by man. (Affective). (f) The student will object to air pollution by man. (Affective).	(a) 1- Field trip to Proctor Park-Creek bed. Study of erosion and changes in the area. 2- Ph of soil from eroded and non-eroded areas. 3- Study of plants in various erosion areas (b,c) Lecture by a member of the Oneida County Soil Conservation Department. (d) 1- Soil erosion tray. 2- Lecture by member of the Oneida County Soil Conservation Department. (e) Lecture by New York State Conservation officer.	8. (a) ART-drawings of succession. PHOTOGRAPHY - pictures of succession. MATH- schematics of succession. (b) ART - drawings of pictorial transect, MATH - statistical analysis of line transects - # of organisms (c) ENGLISH - debate methods and techniques. (d) ENGLISH - writing and organizing comparisons. (d) SOCIAL STUDIES - map drawing.		8. Drawing materials. Camera Film Projector Screen Map drawing and constructing materials.	8. Teacher constructed tests. Evaluation of films. Evaluation of drawings. Evaluation of analysis. Evaluation of oral presentation. Evaluation of maps.

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GENERAL SCIENCE (BIOLOGY) UNIT TOPIC ECOLOGY ENVIRONMENTAL STUDY TRIAL PROGRAM GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 2-3 WEEKS *CONTINUED*	8. ( ) Conservation of our natural resources is necessary to maintain an ecological balance. (a) Loss of soil affects the environment. (b) Erosion can be halted (c) Man is instrumental in causing erosion. *(d) Man is important in* halting erosion. (e) Man is a great cause of water pollution. (f) Man is a cause of air pollution. (g) Man is capable of purifying air and water. (h) Wildlife must be conserved. (i) Man has a great influence on the destruction of natural habitats.	(g) The student will explain and describe methods of water and air purification. (Cognitive). (h) The student will be able to identify reasons for wildlife conservation. (Cognitive, Affective). (i) The student will criticize man's destruction of natural *habitats. (Affective).*	(f) Field trip around the City of Utica. Observe air pollution by man and his inventions. (g.h.i.) 1- Lecture by a member of the Oneida County Conservation Department. 2- Lecture by a New York State Conservation Officer.	8. (d) INDUSTRIAL ARTS - construction of soil erosion tray. (e.f.i.) ENGLISH-SPEECH , Language Arts - construction, written draft, oral report - critical argument. (g) ENGLISH - Language Arts - oral description. (c) MATH - Trigonometry-slope of land-relate to erosion.		8. Building materials to construct a shallow tray. Soil Water Grass seed Plants.	8. Evaluation of oral criticisms. Evaluation of erosion tray presentation. Evaluation of oral drscriptions.

SUBJECT AREA

SCIENCE

UNIT TOPIC

HUMAN VARIATIONS

GRADE AGE LEVEL

7-8 Grade

LENGTH OF UNIT

3 Weeks

Submitted by:

J. Mierzwa
&
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Conkling School

CONCEPTS & GENERALIZATIONS

1. MAN AND HIS SELF-IMAGE

Variation is common throughout nature. Man has constantly recognized and sought reasons for human variation.

2. MAN AT WORK
MAN AND HIS SELF-IMAGE

Some human variations can be measured.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1. a. Student will be able to list ten ways in which he differs from other human beings. (Cognitive)

b. Given a list of 5 human variations, students will write a paragraph explaining if he believes whether or not those characteristics determine whether the person is good or bad. (Affective.)

2. a. Given the number of zeros a person can cross out with his left hand in one minute, and the number of zeroes a person can cross out with his right hand in one minute, the student should be able to determine the degree to which that person is right or left handed by dividing the smaller of the two given numbers into the larger. (Psychomotor).

b. Student will be able to operationally define "handedness" as:

1- A person is left handed if he can cross out more zeroes in one minute with his left hand than his right hand. (Affective).

2- You can measure how much a person is left handed by dividing the number of zeroes crossed out by the right hand in one minute into the number crossed out by the left hand in one minute. (Cognitive).

c. Student will define "eyedness" as a human variation which causes one to see better with or favor one eye over the other. (Cognitive).

d. Student will perform the designated method in learning experience to determine whether a person is right or left eyed. (Psychomotor).

e. Student will define reaction time as the human variation that determines how quickly a person will react to a visual stimulus. (Cognitive)

f. Student will be able to discuss situations in which reaction time is an important measured trait.

g. Student will design his own experiment investigating a human variation in which a visual stimulus is eliminated. (Cognitive, Sensory, Psychomotor).

LEARNING EXPERIENCES

1. a. With the class divided into small groups of 3 or 4 students per group, each group will make a list of the ways in which the students in the group differ.

b. Student will view the film "Of Mice and Men" and will write variations among the characters of the film.

c. Students will make charts listing the heights and weights of all class members in metric units.

d. View the film: "West Side Story"
"David and Lisa"
"JT"

e. Read "Mila 18"

2. a. In groups of 2, the student will obtain the following equipment:

1 pencil
1 metronome timer or clock
1 page of zeroes

Instructions: Have your partner cross out as many zeroes as he can in 1 minute using his right hand. In the table below, record the number of zeroes crossed out with each hand. Then have him time you while you cross out zeroes with each hand.

		Number of O's crossed out	Handedness
Partner	Right		
	Left		
Self	Right		
	Left		

By comparing the number of zeroes crossed out with each hand, you can decide whether you are right or left handed. But you can do better than that! You can get a measure of how much handedness you have. Divide the smaller number of zeroes you got into the larger number. Then write either "Left" or "Right" after your answer. Which word you write depends upon which hand crossed out more zeroes.

Write your and your partner's handedness in the table.

2. c. Fold a sheet of notebook paper and remove a small semicircle from the center. Unfold the paper and hold it at arm's length. With both eyes open, look through the hole at some distant object. Now without moving your head or eyes, observe the object with your left eye only. Again without moving head or eyes, look with your right eye only. Do not remove the paper. If you could see the object through the paper with your right eye closed, you are left eyed. If you were able to see it with your left eye closed, you are right eyed.

1- Compare your handedness with your eyedness.
2- Compare your eyedness with other members of your class.
3- When you studied the handedness trait, you found a way of measuring how right or left handed a person was. Now, design your own experiment or method to determine how right or left eyed a person is.

2. e. In groups of 2: Place a piece of tape at the 20 cm mark on a meterstick. Have your partner hold the meterstick and release it and you will try to catch it before it hits the floor. Catch the stick without moving your arm. Practice this a few times. When you are ready to make your measurements, have your partner drop the stick one more time. This time, notice where your thumb is after you catch it. Record the number on the stick that your thumb covered. Repeat this activity five more times and record the measurement each time. Then, take an average of the six measurements. Construct a table as described below and record your and your partner's reading.

Trial	1	2	3	4	5	Average
Self						
Partner						

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

1. a. ART: View the depiction of the human body by artists through the ages and note the differences in the perception of the body in each great art era.

b. MATH: Conversions from English to metric units.

c. ENGLISH: Reading West Side Story.

d. PHYSICAL EDUCATION: Compare scores of class members on the President's Physical Fitness Test.

2. a. MATH: Division with decimals and changing fractions to decimals.

PHYSICAL EDUCATION: Noting the number of people who have a certain "handedness" in sports and with sports equipment.

2. c. MATH: Graphing results of comparison experiments.

HEALTH: Meaning of eyedness as it relates to health.

PHYSICAL EDUCATION: Implications of eyedness in sports.

2. e-f. Physical Education: discuss the importance of reaction time in sports: baseball, basketball.

2. g. So far, you have been dealing with variations that have dealt with the sense of sight. You grabbed the meterstick when you saw it drop. Eyedness was obviously using the sense of sight.

Design and carry out your own experiment to answer the following question: Do you react faster (or slower) to a sudden sound or touch than you do to a sight stimulus?

VALUING EXPERIENCES

1. Student will simulate one school day as a blind person or otherwise handicapped person, and then decide whether or not there are some types of variations in humans that are undesirable.

2. Scientists have been trying to solve the variation mystery of man for ages. Measurement of "handedness" can tell us some things but it is debatable whether or not the measure is useful.

Tell whether you think experimental measures of this type can be useful or not.

1. You may write that you do think measurements of this type are useful. If you do, then tell how they can be used and what advantages there would be in having them.

2. You may write that you do not think they are useful and why not. Include reasons for this choice and disadvantages of having them.

3. You may write that you do not care one way or the other and why these things do not make a difference to you.

RESOURCES & MATERIALS

1. Mid-York Library Film Service
School Library
Math Books
Films
Meter Sticks
Newton Scales

2. a. Tables as in "Learning Experiences".
Timer or clock.
Mathematics Books.

2. c. Math Books.
Graph Paper.
Meter Sticks.
Paper.
Health coordinator.

2. e-f. Math: Averaging meter-sticks tables.

2. g. Any range of materials and resources may be used to complete this activity.

EVALUATION

1. a. List ten ways in which you differ from other human beings.

b. Skin color.
Weight.
Height.
Complexion.
Hair Length.

Using the human variations listed above, write a paragraph discussing whether or not each of those variations determine if a person is good or bad. The paragraph is limited to 250 words.

2. a. Tom can cross out 50 zeroes with his right hand in one minute. He can cross out 35 zeroes with his left hand in one minute.

1- Is Tom right handed? How do you know?
2- To what degree is Tom right or left-handed?

b. Write an operational definition for "handedness".

2. c. Define "eyedness".

d. Describe the procedure of determining someone's eyedness. Perform the method on members of your family and bring results to class.

2. e-f: 1. Define reaction time.
2. Discuss situation in which reaction time is an important measureable variation.
3. Discuss reaction time as it has to do with safety when riding a bicycle.

2. g. Report the findings of your experiment. What conclusions can you draw from your findings?

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC ECOLOGY AGE/GRADE LEVEL 7-8th GRADE LENGTH OF UNIT 3 WEEKS	MAN IN HIS PHYSICAL ENVIRONMENT 1 - Conservation care and research can prevent the destruction of properties. 2 - Proper & immediate remedies must be employed in order to prevent poisoned land and air. 3 - Each area of the world is fit to support a particular type of biotic community. 4 - Geometrically progressing populations have fluctuations due to environmental & biotic potentials. 5 - All life ultimately depends on green plants. MAN & HIS ASPIRATIONS & FEARS 6 - Behavior is due somewhat to biological time clocks.	AFFECTIVE: 1 - Given some specific examples of pollution each student will propose solutions and criticize local polluters. 2 - Given a behavior each student will argue and propose if it is attributed to biological time clocks 9 out of 10 times. COGNITIVE: 1 - Given blank paper each student will list at least 5 methods of conservation. 2 - Given blank paper each student will define all nutritional relationships. PSYCHOMOTOR: 1 - Given a blank map of North America each student will draw in separate biomes giving at least 7 major ones. 2 - Each student will act out the growth and decline of a population giving at least 5 reasons for growth and 5 for decline.	Students will list all the pollution activities that take place in their own home and propose solutions. Students will look at various slides of pollution in their community and see if they can identify the types of pollution and the location of the photo. Students will write to the City Planning Board about future city plans and how ecology has been considered. Students will begin a campaign on litter and patrol the school and grounds and make signs to remind others. Students will research the laws existing against pollution and suggest new laws that would stop pollution, Students will debate the pro's and con's of pollution. Students will test local water and industrial effluent. The nature of the brain and its control over the body will be charted. Students will time and record the movement of plants toward the sun, the opening of morning glories when exposed to light and the movement of Euglena. Students will draw maps of bird and animal migrations. Students will list various changes in animals that have no apparent reason. Students will watch the movie on Grunion egg laying and discuss how the moon effects life. Students will demonstrate by building minature plots of land how to plow a field with the least amount of erosion. Students will collect soils from various places around the city and test it for chemicles especially nitrates. Students will grow alfalfa and test soil before and after the alfalfa has been grown. Students will investigate waste including paper, glass and scrap metal. They will propose how to stop waste and find where to turn in glass and cans for money. They will investigate product packaging. Students will discover thru reading the various methods of		Pose the statement that population should be stopped from growing. Ask why. Then state that society and economics are built upon population growth. What whould happen if Z.P.G. got its wish? Should population number be controlled? Since there are no legal restrictions on propagation(except those imposed on non-arians during Hitler's regime) students free will is important. They actually do have the choice of limiting their families having large families and in fact, they may be faced with the decision of sterilization. There are not only the obvious alternatives to the problem that the students may name but others which would lend to learning experiences. Have the student write his alternatives. Tell him at least one should be in favor and at least one should be against. Student should be creative in seeing outcomes for each alternative. With some careful thought or reading the student can find a few consequences for each alternative. The consequences should then be weighed against each other. The consequences if gathered from the class as a whole can be written on the board. If individually done each student can list consequences under each alternative. It lets the student develop his own thoughts. He can use comparison. Ask the student to describe verbally or written the major factors involved in the influence of his decision. His own unswayed opinion backed by facts. Have a debate to test if a student will stick to his original choice of if he can be swayed.	Slides: (These slides are my own collection taken in various areas of the country, Canada, and Europe) Address of City Planning Board Poster Board Law books and papers (Material would have to be reduced by teacher into readable material for students) Water Test Kits Brain model - Brain Charts Morning glories Euglena Globe maps Grunion movie - Available from Utica Educational Film Exchange Lumber, dirt and small sticks to represent trees Soil Test Kits Soil Test Kits Planters Encyclopedias Movies - Cry of the Marsh Filmstrips Disney Film on Underwater World Filmstrips property of Seymour Library Slides Globe Maps Slides Maps Camera Old magazines Charts	Student will be shown pictures taken from magazines and books along with slides. Question: For each numbered photograph propose a solution to the problem shown, (identify the problem) and if local, where does such a problem occur? In each of the following behaviors state first if it can be attributed to a biological time clock and second what the biological time clock is, i.e., sun, moon, temp. 1 - Grunions come out of water once every year to spawn. 2 - The 14 year locust only appears as a hazzard to farmers every 14 years. 3 - Caterpillars turn into butterflies in stages called metamorphisis. 4 - Morning Glories open first thing in the morning. 5 - In the early spring, Northern birds return from the tropics. 6 - Some rabbits turn white at the onset of winter. 7 - After a long plane flight a person usually feels tired for a few days. 8 - Haley's comet can be seen from earth only once in 70 years. 9 - Most farm animals give birth to young in the spring. 10 - If put on a hot radiator in the winter while hibernating, ants will swarm. List on your paper 5 methods of conservation. Draw pictures to support any you deem necessary.

(CONTINUED)

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SCIENCE UNIT TOPIC ECOLOGY AGE/GRADE LEVEL 7-8th GRADE LENGTH OF UNIT 3 WEEKS *(CONTINUED)*			conservation used around the world such as terracing and selective farming. Students will watch movies and film strips on underwater life and name some of the incidents where organisms live together. Given the definitions of the terms saprophyte, paracite, mutualite and commsalite, students will label various given situations. Students will discuss how people can take on all these nutritional relationships in a dependence sense in such relationships as child-parent, boss-employee, teacher-student, lovers, etc. Slides will be discussed in class by both students and teacher of various biome characteristics. World Geography can be considered by defining on a globe or world map some of the same biomes found on North America. Fauna and flora of each biome will be discussed along with the importance of geographical equivalents with world politics, and economics. Students will take pictures of animals and flora and paste them in a map of North America in the proper biome to be kept in their notebook. Students will name the largest cities in the world and name their population. The rate at which populations grow (in geometric progressions) will be explained by charts. Reason for growth (of pop.) will be discussed by students. Reasons for decline of population will be proposed by students. A place will be marked off on the floor to be biotic community. Anything outside that area is classified as dead. Begin with Adam & Eve and have students fill into the space. Have disasters and natural death occur ending in extinction of a race.				In chart form define each of the following terms and give an example of each. 1 - Parasite 2 - Symbiosis 3 - Mutualistic 4 - Saprophytic 5 - Commensalistic On your map color in the biomes in the following colors: Tundra - green Sub-tropical - red Decidious forest - yellow Coniferous forest - blue Alpine regions - purple Deserts - white Grasslands - pink Group into sets of 5 people. Among yourselves discuss population growth and decline using the exercise done in class as an example. One leader will direct the group through growth and decline giving reasons (at least 5) for each. HINT: Use as actors yourselves, puppets, plants, insects, etc., "Be Creative"

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SCIENCE **GEOLOGY** **UNIT TOPIC** **ROCKS & MINERALS** **GRADE AGE LEVEL** 8 **LENGTH OF UNIT** 3 Weeks Submitted by: Irene Fenton Kemble School	**MAN IN HIS PHYSICAL ENVIRONMENT** 1. The solid portion of the earth is made up of rock material consisting of a variety of minerals and combinations of minerals. a. Minerals have varying characteristics which enable them to be identified. b. There are three main classifications of rocks. c. Most rocks are combinations of minerals. **MAN AND HIS COMMUNITY** 2. Man has learned to use the earth's resources to better his environment. a. Metallic minerals and their value. b. Non-metallic minerals and their value. **MAN AS CREATOR AND EXPLORER** 3. Man has definite clues to the earth's past through rock study. a. Igneous rock formations give clues as to the location of ancient volcano's areas. b. Fossil remains in sedimentary rocks tell us much of the earth's past. c. Ancient geomorphology of the earth can be determined by the location of existing sedimentary, metamorphic and igneous rock layers.	1. a. (1) **SENSORY**: Given: Various crystal structures, each student will learn to recognize them and be able to give examples of each. 2. **SENSORY - PSYCHOMOTOR**: Given: A group of common minerals, each student will identify them. b. **COGNITIVE**: Given: Three major classifications of rocks, each student will define them and note the characteristics which distinguish one from another. c. **SENSORY - PSYCHOMOTOR**: Given: Several rock samples, each student will be able to recognize them by their mineral content and texture. 2. a. **AFFECTIVE**: Given: Several samples of the most common metallic minerals, each student will recognize them and give uses of each sample. b. **AFFECTIVE**: Given: Several samples of non-metallic minerals, each student will recognize the value of each sample. 3. a. (1) **COGNITIVE**: Given: A diagram of a volcano, each student will recognize the parts of the volcano and the kinds of igneous rocks found in each part. (2) **COGNITIVE**: Given: Samples of intrusive and extrusive igneous rock, each student will be able to classify them by texture, color and mineral content. 3. b. (1) **COGNITIVE**: Given: A list of fossil phyla, each student will be able to recognize the phylum to which various fossil samples belong. (2) **AFFECTIVE**: Given: A list of index fossils, each student will recognize the importance of index fossils in helping to date the age of rocks. (3) **AFFECTIVE**: Given: A chart showing the evolutionary process, each student will have an appreciation of its complexity. c. **COGNITIVE**: Given: A chart showing rock layers in a given area, each student will be able to identify the locations of ancient seas by a study of the rock and mineral deposits in existing layers.	1. a. (1) The student will classify a list of various minerals according to their crystal structure. (2) The student will identify 10 common minerals by performing the following tests: hardness, streak color, luster, specific gravity. b. The student will make a chart showing the 3 major rock classifications and list the kinds of rocks found in each classification. c. The student will examine 5 samples each of sedimentary, metamorphic and igneous rocks, by performing the various mineral tests on them, the student will identify them. 2. a. The student will make a list of 10 common metallic minerals and state at least one use of each. b. The student will make a list of 10 common metallic minerals and state at least one use of each. **REASONING SKILLS**: The student recognizes and produces classification schemes. 3. a. (1) The student will draw and label a model of a composite volcano. (2) The student will classify 5 samples of igneous rock as to whether they are intrusive or extrusive and why. b. The student will label each of 10 plastic models according to the phylum and geologic time period in which they are found. (2) The student will make a chart showing how the index fossils are used in determining the age of rocks. (3) The students will have a classroom discussion of the evolutionary processes, tracing the development of life from one-celled creatures to man. c. The student will examine geological charts and land mass formations, list the kinds of rock which might be found in areas on the charts; and discuss what ancient areas might have looked like after examining the rock layers in various land mass formations. Field trip - Herkimer "diamond" mines or a local rock quarry.	**ART**: Discussion & study of crystals used in jewelry making. **SOCIAL STUDIES**: Study of how mineral deposits affect the economy and population growth of a given area. For example the development of steel mills in Pennsylvania. **LANGUAGE ARTS**: Incorporate words from unit into spelling lists. **MATH**: Graph making. **ENGLISH**: Proper planning and writing of a composition.	The pupil will state his feelings on the uses and misuses of our mineral resources. Pose the question for discussion What can we do as individuals to conserve our mineral resources? What alternatives do we have after our most important minerals are used up?	1. a. Mineral samples, hardness kits, dilute HCL "Rocks and Minerals" reference books, hand lens, spring balance, battery jar, water. b. Reference materials. c. Samples of limestone, shale, conglomerate, sandstone, dolomite, basalt, granite, pegmatite, pumice obsidian, marble, gneiss, slate, quartzite, schist, dilute HCL. Rock and Minerals guide books. 2. a & b Rocks and Minerals guide books. c. Graph paper, reference materials library. 3. a. Drawing paper - volcano chart. Samples of basalt, granite, pumice pegmatite, obsidian. 3. b. (1) Fossil models geological time table, fossil guide book. (2) Fossil guide books. c. Paleogeographic maps of North America. Earth History Model. Geology land form models. 4. Herkimer "diamond" mines. Cittadino rock quarry.	1. Teacher made test. Evaluation of laboratory experiences. 2. Teacher made test. Evaluation of laboratory experiences. Oral evaluation. Teacher made test. Evaluation of laboratory experiences. 3. Teacher made tests. Evaluation of lab experiences. 4. Written report on field trip. At end of year: Class projects relating to rocks and minerals, volcanoes, land formations, fossils.

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GENERAL SCIENCE UNIT TOPIC DATA GATHERING GRADE AGE LEVEL 9 LENGTH OF UNIT 2 Weeks Submitted by: Robert W. Conklin Utica Free Academy	MAN AT WORK MAN AS CREATOR & EXPLORER MAN IN HIS PHYSICAL ENVIRONMENT I. Observation is the gathering of data for problem solving by recognizing facts and/or occurrences MAN & HIS INTIMATES MAN AT WORK MAN & HIS COMMUNITY MAN IN HIS PHYSICAL ENVIRONMENT MAN AS CREATOR & EXPLORER MAN AND HIS SELF-IMAGE MAN & HIS ASPIRATIONS & FEARS II. Interpretation is a mental process based on observation by which an individual gives meaning to his observations. Develops reasoning - concluding. III. MAN AT WORK MAN AS CREATOR & EXPLORER MAN IN HIS PHYSICAL ENVIRONMENT Scientific instruments are used to extend the sensitivity of the five senses. IV. MAN & HIS PHYSICAL UNIVERSE MAN AT WORK MAN AS CREATOR & EXPLORER In making observations all 5 senses must be used.	I III IV COGNITIVE & SENSORY PSYCHOMOTOR Given 1 period and any object 70% of the students will be able to list 25 observations of this object I III IV COGNITIVE & SENSORY PSYCHOMOTOR Given 1 period and a thermometer 80% of the students will be able to list 20 observations of an ice cube in a glass of water I AFFECTIVE Given 15 minutes 85% of the students will be able to write 5 observations related to the student s acceptance of responsibility II COGNITIVE & SENSORY PSYCHOMOTOR (Develops reasoning - concluding) Given a description of a situation followed by a list of statements some which are observations based on a described situation and some interpretation 65% of the students will be able to label those which are observations and those which are interpretations. II AFFECTIVE: Given 20 minutes 87% of the students will be able to write 5 interpretations which others believe about them. III COGNITIVE SENSORY PSYCHOMOTOR: Given an object or situation, 85% of all the students will use instruments in making his observations thus illustrating his awareness of the greater error possible when relying entirely on human receptors. III COGNITIVE & SENSORY-PSYCHOMOTOR: Given a situation in which to make observations, 85% of all the students will use scientific instruments. III. COGNITIVE & SENSORY-PSYCHOMOTOR: Given 3 objects of unknown weight and a triple beam balance, the students will make observations about the weight of the objects to the nearest tenth of a gram. III. AFFECTIVE: Given 5 interpretations, 65% of all the students will be able to cite at least 2 examples per interpretation of how instruments could provide foundation (observation) for the interpretation. IV. COGNITIVE & SENSORY-PSYCHOMOTOR: Given any object or situation, 90% of all students will list some observations made by feeling, hearing, tasting, and smelling.	I Students will be given 1 period during which time they are to write down their observations of objects seen from the class room windows I II III IV The teacher will make up 3 clear transparent glasses one of water one of white (clear) vinegar and one of alcohol before the class period He will put these in a place not open to inspection of students At the beginning of the class period the teacher will ask the students to write their observations of what the teacher will hold in his hand The teacher then will fill a fourth similar glass with water in sight of the students setting this glass down behind the demonstration table Go to a supply of ice cubes and in sight of the students retrieve one ice cube Go back to your demonstration table and out of sight of the students place the ice cube in the glass of vinegar Now raise the glass so the students may observe and write down their observations After they have finished writing their observations put the vinegar glass out of sight with the others. Now follow the same procedure again, this time putting the ice cube into the glass of alcohol. After returning the alcohol behind the demonstration table again follow the same procedure. This time don't put the ice cube into the remaining water, but instead, place a fake ice cube in the water. This may be one purchased at a hobby shop or an appropriate sized cube of clear lalite will do. Follow this demonstration by having the kids read their observations. Then pass around the three glasses The kids will quickly see and smell and taste their mistaken observations. A discussion of the differences between observation and interpretation is now held. Lead discussion about: 1- Differences between observation and interpretation. 2- Importance of all senses in making observations. 3- Interpretations must be based on complete observation. I & II (Develops reasoning - concluding). Have students read booklet about Galileo's first observations of the moon through his telescope. They are to jot down in their notebooks samples of what they believe are observations made by Galileo and samples of what they believe are interpretations made by Galileo. III. Present to the students via the overhead projector, several optical illusions, showing deceiving size. Ask students for their opinions about comparative size. After receiving opinions have students check their observations using scientific instruments, i.e., rulers. III Students will be given a 10 gram weight which will be marked 10 grams. They will be asked to check the weight of the object on the triple beam balance. The students then will be given other objects with the weight marked upon them. They will be asked to check the weight. One of the objects will have the incorrect weight marked on it. You would expect the students to find this mistake. III. Students will be given a thermometer without graduations on it. They will be asked to mark on these blank thermometers the boiling point and the freezing points of water. They will then be asked to mark a piece of paper so it can be used as a graduated scale between freezing and boiling points. IV. Students will be blind folded and will be given an object. He will be asked to give all the observations he can about the object.	I II SOCIAL STUDIES: When discussing the causes of World War I, time should be spent labeling each cause as to whether it is an observation or an interpretation I, II MATH: In math class word problems should be discussed as to what in the problem-answer are observations and what is interpretation	I Recognizes the need for choice The teacher can use if such an incident occurs a fight between a friend of one of the students in class and some person unknown to that same student The teacher asks for a description of the conflict from the student 2 Identifies alternatives It is pointed out that the student may: a. Not wish to relate any information about the fight. b. Relate the information in such a fashion as to make the friend appear to be in the right. c. Relate the information about the fight in the form of objective observations. 3. Analyzes alternatives in the light of the consequences. The teacher leads the entire class in a discussion of consequences of the various choices. 4. Freely chooses among alternatives. The student now chooses which alternative he wishes to follow. 5. Internalization of choice. The student responds to the teacher's first request. "What happened at the fight?"	1. "The Lunar First" by Galileo Galilei, Webster Division, McGraw Hill Book Co N.Y. 2. "Encountering" the Physical World, Investigation #1, Ibid 3. "From Microcosm to Macrocosm - extending the Senses", Investigation #3, Ibid 4. "Levels of Approximation, Observation and the Need for Approximation", Investigation #4, Ibid.	I. Written essay type questions II. (Develops reasoning - concluding). By labeling a list of statements as to whether they are observations or interpretations. These statements are based on a situation described for the students III. By actual checking of student laboratory activity, i.e., teacher re-weighs, teacher re-measures, etc. IV. By students listing their observations of objects and situations.

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INTRODUCTORY PHYSICAL SCIENCE UNIT TOPIC DENSITY GRADE AGE LEVEL 9 LENGTH OF UNIT 3 Weeks Submitted by: Jerome Sacco & Nancy Fath Utica Free Academy	MAN AND HIS PHYSICAL ENVIRONMENT Density is the mass of a unit volume of material. Density is calculated by dividing the measured mass by the measured volume. MAN AND HIS PHYSICAL ENVIRONMENT The difference in determining the densities of solids, liquids, and gases is in the methods for getting the mass and volume. MAN AND HIS PHYSICAL ENVIRONMENT Density is a characteristic property. It is always the same for the same substance and differs for different substances. MAN AND HIS PHYSICAL ENVIRONMENT Less dense substances rise and more dense substances fall or sink.	SENSORY-PSYCHOMOTOR Given a rectangular solid, each student will measure its length, width, and height to the nearest 0.1 cm. COGNITIVE, SENSORY PSYCHOMOTOR: Given a rectangular solid, each student will calculate its volume to the nearest 0.1 cm^3 SENSORY-PSYCHOMOTOR Given a rectangular solid, each student will measure its mass to the nearest 0.1 gram. COGNITIVE, SENSORY PSYCHOMOTOR: Given the mass and volume of an object, each student will calculate the density of the material to the degree of accuracy allowed by the measurements. SENSORY-PSYCHOMOTOR Given samples of gases and liquids, all students will be able to measure their masses and volumes (at STP). COGNITIVE: Given definite ons of density and characteristic property, all students will be able to demonstrate that density is a characteristic property. COGNITIVE, AFFECTIVE: Given samples of five solids, all students will be able to compare their densities (within limits of mass and volume) and choose which ones might be made of the same material. COGNITIVE, SENSORY-PSYCHOMOTOR: Given class data from a density of liquids experiment, each student will draw a histogram which includes all data (even that with a large degree of experimental error). AFFECTIVE: Given a histogram of class results from a density of liquids experiment, each student will evaluate it to determine the most likely answer. COGNITIVE, SENSORY PSYCHOMOTOR: Given samples of solids of various densities, all students will be able to determine their densities relative to water. COGNITIVE, SENSORY-PSYCHOMOTOR: Given liquids of different densities, each student will be able to construct a hydrometer within the limits of the densities of the liquids used.	Experiment - Practice in measuring with metric scale. Class discussion - comparison of results of experiment. Read section on volume. Practice problems on calculating volume. Experiment - How to use a balance. Experiment - Measurements of mass of objects. Class discussion of experiment - Do students agree on the masses of objects? If not, why not? Experiment - Precision of balance. Read section on density in text. Write solutions to density problems. Class discussion of problems. Experiment - Measuring mass and volume of liquids and gases. View and report on film loop. Read section in text. Class discussion - What happens to the density of an object if you keep cutting the object in half? Experiment - Students will calculate the densities of five solid objects and conclude whether any could be made of the same substance. Class discussion - when to use a histogram - how to draw a histogram. Draw a histogram from a given set of data. Class discussion - What can we conclude from the histogram? Which data appear to have excessive error? THIS LEARNING EXPERIENCE DEVELOPS THE FOLLOWING REASONING PROCESS - Students will be able to organize, combine, and draw conclusions from data collected. Experiment - Do samples sink or float? View and report on film loop about densities of solids. Experiment - Calculate densities of liquids. Experiment - Construct and calibrate a hydrometer. Experiment - Use a hydrometer to measure densities of unknown liquids. Visit a gas station and see some practical uses for hydrometers. View and report on film loop about densities of liquids.	MATH - There would be related learning experiences in the area of math for all objectives which require math skills. MATH - Students will become acquainted with units of the metric system and use of the metric ruler. MATH - Derive the expression V = l x w x h. ENGLISH - Students will read and report on the book "Around The World in 80 Days" VOCATIONAL-TECHNICAL - Students will determine the strength of battery acid and the lowest temperature to which the liquid in the radiator of a car can be subjected without freezing. BIOLOGY - Students will measure the salinity of the liquid in a salt water aquarium.	VALUE CONFRONTATION: Students will be asked to consider the pros and cons of adopting the metric systems of measurement in the United States.	The text used for this entire unit is Introductory Physical Science, Second Edition by Prentice-Hall, Inc., Englewood Cliffs, New Jersey. All film loops used are prepared by Ealing Film Loops, Cambridge, Mass. Film Loop - Density of Gases (80-3288). Film Loop - Identifying Solids by Density (80-3262). Film Loop - Density of Liquids (80-0043). Film Loop - Identifying Liquids by Density (80-3270). Gas station. Large cylinder, show-case light bulb, CCl_4, alcohol for use in constructing a hydrometer.	For each experiment, a lab report is required and evaluated. In addition, students are observed as they do each experiment. Students will demonstrate their ability to use the metric ruler. Paper and pencil test on problem solving. Students will use a balance to measure several objects. Paper and pencil test - calculating densities. Lab Practical - determining volume and mass of liquids and gases. Write a paragraph explaining or showing example that density is the same for all samples of the same substance. Lab Practical - each student must be able to do this experiment under controlled conditions. Each student is required to draw and label a histogram and to write an evaluation of what it shows. (EVALUATES THE REASONING PROCESS INVOLVED IN THE LEARNING EXPERIENCES). Lab Practical - Perform the experiment under controlled conditions. Evaluate the students' hydrometers and check calibrations.

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GENERAL SCIENCE (BIOLOGY BLOCK) UNIT TOPIC HUMAN ANATOMY AND PHYSIOLOGY GRADE AGE LEVEL 9 LENGTH OF UNIT 2 Weeks Submitted by: Gary M. Caulkins Utica Free Academy	MAN AND HIS SELF-IMAGE, INTIMATES ASPIRATIONS AND FEARS I. Although all members of the species, homo sapiens, have basic anatomical similitaries, there are variations in anatomy between individual members. MAN AND HIS SELF-IMAGE, INTIMATES, PHYSICAL ENVIRONMENT AT WORK, AT PLAY, HIS ASPIRATIONS AND FEARS II. Through the central nervous system man senses his own self and the world around him. MAN AND HIS SELF-IMAGE III. The function of the digestive system is to bring materials necessary for homeostasis, into the body and convert them to usable form. IV. MAN AND HIS SELF IMAGE The heart is a muscular pump that is responsible for pushing necessary materials throughout the body so that all body cells can efficiently carry on homeostasis. V. MAN AND HIS SELF-IMAGE, PHYSICAL ENVIRONMENT, ASPIRATIONS AND FEARS The sense organs make man aware of himself and the world around him.	I. Given several pictures of human beings, 90% of the students will be able to list at least 4 variations between them. (Cognitive) Given several pictures of human beings, 90% of the students will be able to list at least 4 similarities among them. (Cognitive) Given paper and pencil, 90% of the students will be able to diagram a human being (Psychomotor, Cognitive) II. Given a Biofeed back Machine, 70% of the students will be able to learn how to control their central nervous system, at least to a minimal degree (Sensory, Psychomotor) Given diagrams of the central nervous system, 60% of the students will be able to label the structures and functions of most of the diagrams. (Cognitive, Psychomotor) III. Given diagrams of the alimentary canal, 70% of the students will be able to list the structures (label them) (Cognitive) Given diagrams of the alimentary canal, 50% of the students will be able to describe the function of the major parts. (Cognitive) IV. Given a diagram of the human circulatory system, 75% of the students will be able to label the major structures and trace the flow of blood through the heart. (Cognitive, Psychomotor). Given the pattern on the Electrocardiogram, 75% of the students will be able to interpret it. (Cognitive). Given an EKG diagram of before and after a cigarette is smoked, 50% of the students will be able to discuss changes that occur. (Cognitive, Affective). V. Given diagrams of the sense organs and nervous system, 75% of the students will be able to discuss the relationships between them. (Cognitive) Given several foods to sample, 50% of the students will be able to discuss the relationships between taste and smell. (Cognitive) Given diagrams of the sense organs, 70% of the students will be able to label the diagrams. (Cognitive).	I. Students will measure each other's cephalic index, and height. Students will list as many ways as they can observe that individuals differ from one another. Students will list all the ways that they can observe in which individuals are similar. Students will discuss the importance of each variation and similarity that they have thus observed (Reasoning - deductive). II. Students will label a diagram of the brain and spinal cord. Students will label the areas of the cerebrum that control smell, hearing, vision, taste, touch, and body movements. Students will use a biofeedback machine and decide its importance as a self control teaching device. (Reasoning - deductive). Students will list the functions of each part of the central nervous system. Students will discuss and explain how a reflex occurs. Students will list reflexes exhibited by humans. Students will use a biofeedback machine and learn how to control nerve impulses in their autonomic nervous system. III. Read BSCS - Yellow text - pages 394-403 Label a diagram of the alimentary canal. Describe the function of each structure of the alimentary canal. Do experiments on digestion of: 1- Carbohydrates. 2- Proteins. 3- Lipids. Show and discuss filmloops: "Mechanisms of Swallowing" and "Human Digestive System". Students will discuss the importance of the digestive system in sustaining life. (Reasoning - deductive) IV. Students will dissect a sheep's heart. Label a diagram of the human heart. Label a diagram of the human circulatory system. Use an EKG to measure the heartbeat rate and strength in 3 students. Students will type their blood. Students will make a smear of their blood. Students will observe slides of normal and sickle-celled blood and draw both. Students will discuss what changes occur in the circulatory system whenever a cigarette is smoked. (Reasoning - deductive). Students will label diagrams of: (1) The eye. (2) The ear. (3) Tongue and taste buds. Show filmstrips and show tapes: (1) "The Eyes and Seeing", (2) "The Ears and Hearing". Do laboratory experiments on: (1) Tasting. (2) Smell. (3) Touch. Show and discuss optical illusions. Students will taste various foods and discuss the relationships between their smell and their taste. (Reasoning - deductive). Use audio oscillator to test students' hearing.	I. SOCIAL STUDIES (anthropology) Study the races of man. ENGLISH: Students will read: 1- Quality. 2- West Side Story. 3- Street Scene. HEALTH: Discuss the essence of man (What is man?) ART: Draw several different human beings. II. HEALTH: Study psychosis and neurosis. III. SOCIAL STUDIES: Discuss food taboos. HEALTH: Construct proper diets. IV. HEALTH: Discuss VD, Smoking. ENGLISH: Students will discuss - "Is The Heart The Seat of Love?" Read prose and poetry that emphasize the heart and love. V. HEALTH: Discuss the care and protection of the sense organs. CONSUMER ED.: Discuss optical illusions and the role that they play in packaging.	I. Students will discuss the variations observed in man and rate them as: 1- Very important. 2- Important. 3- Little important. 4- ot important. II. Students will discuss what our senses are and what causes them. Students will explain how they can, to some extent, control their autonomic nervous system. Each student will design a diet that he feels is sufficient to his body need and will compare it to the diet that he follows during the next week. Students who smoke will tell why they will or will not continue to do so as of the next day. Students who don't smoke will tell why. Students will discuss whether or not people should smoke when others are near. Students will discuss how their senses can play tricks on them.	2 Yard sticks. 2 Wood splints. 1 12 inch ruler. BSCS Yellow text. Biofeed back trainer (Biofeedback Instruments). Diagrams. BSCS - Yellow text. Diagrams. Film strip - "Human Nervous System". Film loop - "Mechanisms of swallowing" (Wards) Materials for experiments on digestion. (Ward's). Sheeps' heart (Ward's-Rochester). Diagrams. Electrocardiogram (Heart kit). Blood Typing Material. (Ward's). Blood Smear Material. (Ward's). Prepared slides of normal and sickle cell bloods. (Ward's). Diagrams. Film strip and tapes (Encyclopedia Britannica films). Laboratory Materials. (Ward's, Rochester).	Students will list 5 variations observed in men and describe their importance. (Reasoning - deductive) Students will label diagrams of the central nervous system. Students will describe the functions of the parts of the central nervous system. Students will discuss the importance of biofeedback machine as a self control teaching device. (Reasoning - deductive). Students will label diagrams of the alimentary canal. Students will describe the function of each of the major parts of the digestive system and tell how each helps sustain life. (Reasoning - deductive) Students will label diagrams of heart and circulatory system. Students will discuss the relationships between smoking and heart rate and beat. (Reasoning - deductive) Students will label diagrams of the sense organs. Students will write a 100 word essay on the relationship between the sense of smell and the sense of taste, after tasting 3 different foods. (Reasoning - deductive). Students will write a 50 word essay on the relationship between the sense organs and the nervous system.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BIOLOGY UNIT TOPIC THE NATURE OF LIFE GRADE AGE LEVEL 10th Grade LENGTH OF UNIT 7 Weeks Submitted by: Lorraine Godlewski Utica Free Academy	MAN & HIS ASPIRATIONS MAN & HIS GODS MAN & HIS SELF IMAGE MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS WORK MAN AS AN EXPLORER MAN IN CONFLICT (A) Man has not yet arrived at a universally accepted definition of life	(A) COGNITIVE Given a list of items the student will classify them into living and non living groups with 90% accuracy. (This will develop the reasoning process of classification) AFFECTIVE COGNITIVE Given a blank sheet of paper the student will discuss and criticize the ideas presented by any three scientists philosophers and/or theologians whose studies helped to further mans understanding of the nature of life with 75% accuracy	(A) Read text (R) Answer assign questions (R) Use library to research scholars whose contributions to life study were significant. (R) Classroom lecture prepared by instructor (R) View film (O)	(A) ENGLISH LANGUAGE ARTS: Reading for comprehension. Group discussion techniques THEOLOGY & PHILOSOPHY Research topic life study. ENGLISH: Research techniques and use of library resources.	(1) RECOGNIZES NEED FOR CHOICE In order to individualize instructions I have written into this unit a greater number of learning experiences than the student will actually need to complete to achieve the desired objectives (2) IDENTIFIES ALTERNATIVES The student will complete all of the required experiences (R) and only those optional experiences (O) he chooses. He may also suggest options not listed (3) ANALYZES ALTERNATIVES IN LIGHT OF CONSEQUENCES Each student will analyze how many optional experiences he needs to do to achieve the objectives. He will write this out and hand it into the teacher. He will then be asked to write the consequences for each alternative (4) FREELY CHOOSES AMONG ALTERNATIVES The student then makes his choice in full knowledge of its possible consequences. (5) INTERNALIZATION OF CHOICE The student now carries out his plan. (6) RE-EVALUATION OF CONSEQUENCES IN THE LIGHT OF NEW EXPERIENCES Re-evaluation would necessarily occur after he had received his unit grade. At this time if the choice has been unsatisfactory the student would be allowed to recycle through the unit again choosing different alternatives.	(A) Student Texts: Biology: Living Systems by Oram, Hammer and Smoot. Modern Concepts In Biology by Kraus - chap 1 U.F.A. Library Film: Jonas Salk: Science of Life-McGraw-Hill.	(A) Multiple choice question examination. Classroom discussion on assigned research. Classroom discussion on film. Essay test
	MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS WORK MAN AS AN EXPLORER (B) Man is in agreement that certain activities characterize life.	(B) COGNITIVE Given a list of life activities and a list of definitions the student will match the activity with its proper definition with 85% accuracy. Given classtime the student will discuss how the film Bats, Birds, and Bionics shows the connection between biology and mathematics, engineering, medicine, psychology and communications, with 60% accuracy	(B) Read test (R) Answer assigned questions (R) Classroom game - "Guess What Life Activity I Am?" (O) Class lecture (R) Class discussion of assigned questions (R) View films (O)	(B) ENGLISH: Reading for comprehension. MATHEMATICS, ENGINEERING, PSYCHOLOGY, COMMUNICATIONS, MEDICINE Film Bats-Birds and Bionics.		(B) Student Texts: Biology: Living Systems by Oram, Hammer and Smoot. Modern Concepts In Biology by Kraus - chapl 1. Film: Bats, Birds and Bionics, McGraw-Hill Films	(B) Matching quiz. Evaluation of assigned questions. Classroom discussion of film.
	MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS WORK MAN AS AN EXPLORER (C) Man has discovered that there is a basic unit of structure and function common to all living things - he calls this the cell.	(C) COGNITIVE Given objective questions: the student will: (a) Define the term cell (b) State the cell theory and its exceptions. (c) Identify and describe 8 methods of cell study techniques (d) Solve measurement problems using the metric system. (e) Label a diagram of the compound microscope (f) Label a diagram of the animal cell. (g) Label a diagram of the plant cell. (h) State the functions of animal and plant cell organelles (i) State the functions of the major parts of a compound microscope. (j) List the differences between plant and animal cells, with 75% accuracy PSYCHOMOTOR & COGNITIVE: Given representative slides of plant and animal cells the student will draw and label what he sees with 100% accuracy. Given a piece of newspaper a blank slide, water, coverslips and a medicine dropper, the student will construct a wet mount slide of the letter "e". 100% accuracy. Given Elodea, water, blank slides, coverslips, a medicine dropper and a toothpick, the student will make a slide of a plant cell with 100% accuracy. Given pondwater, blank slides, coverslips and a medicine dropper, the student will make a slide of an animal cell with 100% accuracy. Given unlabeled slides the student identifies and labels them as either	(C) Class lecture. (R) Read text. (R) Answer assigned questions. (R) View, analyze, report on film loops (O) View and discuss films (O) Perform the following laboratory activities. (R) 1- How can we use the compound microscope? 2- How can we make a slide? 3- What does the microscope reveal about plant and animal cells? 4- How can we estimate the size of onion skin cells? 5- What can we learn about the structure and activity of Elodea cells? 6- How does the structure of Paramecium enable it to carry out its life functions? 7- What kinds of living things may be found in a few drops of pond water? (This will develop the reasoning process - classification) Worksheet on measurement. (O) Crossword puzzle construction using vocabulary of cell study. (O) Classroom discussion of assigned questions and problems. (O) Read The Cell - Time - Life Publications. (O)	(C) ART: Drawings of cell structure. Drawing of microscope. MATH: Problem solving using metric system. ENGLISH: Word usage in crossword puzzle		(C) Student Texts: Biology: Living Systems by Oram, Hammer and Smoot. Modern Concepts In Biology by Kraus - chap. 1. Student Laboratory Manual Laboratory Activity Manual For Biology by Zeichner & Berman Films - McGraw-Hill Films How to Make Biological Drawings. The Microscope. The Interlocking Parts of cell Mechanism. Filmloops - Wards Natural Science Estab. Paramecium II - Physiology. Amoeba. Fresh Water Algae. Animal Life in a Drop of Water. The Cell - Time - Life Publications (locations - classroom).	(C) Objective question examination. Evaluation of assigned readings and questions. Evaluation of laboratory activities. Discussion of films. Discussion of film loops. Evaluation by observation of student laboratory techniques. Evaluation of crossword puzzles. Essay test on comparison of plant & animal cells. Laboratory test on identifying plant and animal cells. (This tests the reasoning process - classification).
	MAN & HIS PHYSICAL ENVIRONMENT MAN AND HIS WORK MAN AS AN EXPLORER (D) In his examination of living organisms man has observed that all share a similar chemistry.		(D) Classroom lecture. (R) Read text. (R) Answer assigned questions. (R) Worksheets: (O) Elements, Compounds, Mixtures. Atomic Structure. Proteins, Carbohydrates & Fats. Learning Program: Chemistry For Biology Students (O) Vocabulary Sheet - define terms. (O) Laboratory Activities: (R) 1- How can we construct models of some important biological compounds? 2- Chemistry and Carbohydrates. 3- Identifying carbohydrates. 4- Chemistry of Fats and Proteins.	(D) ENGLISH: Reading for comprehension. Vocabulary strenghtening. INDUSTRIAL ARTS: Construction of models. MATHEMATICS: Graph construction. HOME ECONOMICS (FOODS) Testing of carbohydrates, fats and proteins		(D) Student Texts: Biology: Living Systems by Oram, Hammer and Smoot. Modern Concepts In Biology by Kraus - chap. 2. Student Laboratory Manual Laboratory Activity Manual for Biology by Zeichner & Berman.	(D) Objective question examination. Evaluation of assigned questions. Evaluation of laboratory activities. Classroom discussion of worksheets. Vocabulary quiz. Classroom discussion of films and film strips. Evaluation of molecular models.

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SUBJECT AREA	LEARNING EXPERIENCES	RESOURCES & MATERIALS
BIOLOGY UNIT TOPIC THE NATURE OF LIFE GRADE AGE LEVEL 10th Grade LENGTH OF UNIT 7 Weeks Submitted by: Lorraine Godlewski Utica Free Academy Page 2	5. Identifying Fats and Proteins. 6. Chemical Nature of Enzymes. 7. Characteristics of Enzymes. View Filmloops. (O) View Filmstrips. (O) View Films. (R)	Laboratory Biology: Investigating Living Systems by Kaskel, Hammer, Kennedy & Oram Films: McGraw Hill Films Chemistry of the Cell I. Filmstrips - Wards Natural Science Estab. Carbon: Key Atom In Living Systems. Carbohydrates. Proteins: Prime Molecules of Life. Learning Program: Chemistry for Biology Students - Educational Methods Inc./ Chicago. Molecular Model Kit - Wards. Filmloops: Wards Natural Science Estab. Effect of pH. Effect of temperature.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BIOLOGY UNIT TOPIC ECOLOGY GRADE/AGE LEVEL 10th GRADE LENGTH OF UNIT 4-6 WEEKS	POPULATION Similar individuals form groups A theory of population growth	1 - COGNITIVE: Given: A graph on population growth each student will identify two types of population curves ("S" Curve & "J" Curve) PSYCHOMOTOR: Given: Information on population growth & food production, each student will graphically describe a geometric progression as opposed to an arithmetic progression.	1 - Understanding population Growth: Research - From text students will read ch. 27 "Populations" Research - From resource material students will read The Population Bomb, Ch. 1 Films: Students will view the film "Beginning Responsibility" Activities - Students will study population growth in lab by generating population of bacteria or mice - and plotting their growth curves.	Health - Family Planning Unit: PERSPECTIVE: Relate family planning to an overview of the present growth of the world population. Consider the ramifications of over populations as to: Resource availability & use The deterioration of the environment Social Studies - Current American Problems PERSPECTIVE: Consider the politics of pollution. Investigate legislation aimed at halting major polluters or dealing with the problems of pollution. Examine the legislative and/or social problems encountered in creating the Adirondack State Park.		1 - TEXT "MOLECULES TO MAN" Resource Material: The Population Bomb Films: "Beginning Responsibility" - Syracuse University films Activities - Students will generate populations of bacteria as a lab exercise. Materials Petri dishes & Nutrient Agar	1- Objective Test - One period based on the reading from the text & the resource material. The test questions will cover the following areas: The concept of population. The growth rate of a population as demonstrated by different population curves. Variables that affect population growth. Written Report - Each student will write a 2-3 page longitudinal log of the growth & decline of a population of bacteria which will include the following: Their procedure - Results - Conclusion & Graphs.
	2 - RESOURCES Limited supply as opposed to unlimited demand The unrenewable resources.	2 - AFFECTIVE: Given: A list of ten vital resources each student will determine if he feels that these resources are being used to the best of society's interest.	2 - Evaluation of Resources: Research - From research material student will read Ch. 2 & 3 of the Population Bomb Films -"Man's Effect on the Environment" Activities: Students will conduct mock legislative hearings on resources and their uses. Example; Gasoline Crisis & alternatives			2 - Resource Material: The Population Bomb Films: "Man's Effect on the Environment." Syracuse University films Activities - Mock legislative hearings on population - resources - uses	2-Written Reports - Each student will write a one page report indicating his reaction to this movie. Panel Debate - Evaluation of individual participation in group legislative activity.
	3 - SOCIETIES Based on sex differences - body structure - and behavior. Number and size of organism important in determining dominant species.	3 - COGNITIVE - PSYCHOMOTOR: Given: A backyard, frontyard, or vacant lot, each student is to explore one biological community, and; Attempt to locate the dominent species. Determine the number & kind of each organism in the community. Construct a food web.	3 - The Structure of Societies: Research - From Text, students will read ch. 28 "Societies" Films -"We Explore The Field & The Meadow" Activities - Each Student will explore a biological community and determine the environmental niche of each species.			3 - Text Molecules To Man B.S.C.S. Biological Science Films -"We Explore The Field" & "The Meadow," Syracuse University Films Activities - Exploration of a biological community. Suggested areas a backyard, front lawn, vacant lot or a possible field trip are suitable.	3- Essay Test - One period based on the reading from the text which will cover the following areas: The concept of a society The structure of a society Social adaptations The functions of leadership Communication in animal societies Written Report - Each student will submit a 2-3 page lab report based on his exploration of a biological community which shall include previously stated objectives.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BIOLOGY UNIT TOPIC ECOLOGY GRADE/AGE LEVEL 10th GRADE LENGTH OF UNIT 4-6 WEEKS *(CONTINUED)*	4 - ENVIRONMENT Environmental deterioration pollution of air - water - land 4 B - ENVIRONMENTAL PROTECTION What is being done? What should be done? What can you do?	4 - AFFECTIVE Given: Information about current measures to combat pollution, each student will write a letter describing his concern to a local pollutant industry. COGNITIVE: Given: Three types of pollution, air, water, and land, each student will identify cause - effect relationship in each case. PSYCHOMOTOR: Given: Water pollution test kits each student will test 10 different samples of local water to determine the degree of pollution if any.	4 - Types of environmental pollution. Films - Students will view any one of the following films. "Who Killed Lake Erie" "Bulldozed America" "Air Pollution Take A Deep Breath" Activities - As a project students will assemble a slide show depicting local pollution problems in the Utica area. 4 B - Environmental protection Research - From resource material student will read ch. 4 & 5 of The Population Bomb. Activities - Students will conduct a class drive in their area of Utica. Alternative Students will examine pollution abatement systems of local industries.		4 - The student is in charge of operating a flood control gate. The gate controls the water level of a small lake. A spillway drains the lake and is a water source for swamplands. The swamp contains many endangered species additionally, Flora & Funa which are at least 25 000 years old. PROBLEM: ' It is the beginning of the rainy season. The lake is already filled to capacity. If the flood gate is not opened soon a near-by town will be washed away - what should you do?	4 - Environmental Pollution: Film - Who Killed Lake Erie Bulldozed America Air Pollution Take A Deep Breath S U Films Activities - Student Student Slide Show. Materials Instamatic Camera & film 4 B - Environmental Protection: Resource Materials - The Population Bomb Activities - Students in cooperation with universal waste will conduct a class drive in their area of Utica.	4 - Slide Presentation - Each student will be required to prepare a ten min. slide show depicting an aspect of environmental pollution for class presentation. 4 B - Surveys - Small groups of students will conduct a survey at local shopping centers to determine the glass buying behavior of area consumers. Objective Test - A one period test based in reading from resource materials. The test will cover the following areas: Types of pollution their causes and effects. Present environmental protection measures.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HEALTH EDUCATION **UNIT TOPIC** ALCOHOLISM **GRADE AGE LEVEL** 10-12 Grade **LENGTH OF UNIT** 1½ Weeks 2 Submitted by Antoinette Gillette Utica Free Academy	CONCEPTS MAN & HIS SELF IMAGE MAN IN CONFLICT MAN & HIS COMMUNITY MAN & HIS INTIMATES GENERALIZATIONS Drinking alcohol is an accepted behavior in our culture' in other cultures, it is not GENERALIZATION Alcohol affects the human body in many ways Alcoholism is a disease Misuse of alcohol can have serious medical economic emotional and social effects Since drinking alcohol is accepted in our culture teen agers must make a decision to drink or not to drink alcoholic beverages The rehabilitation of an alcoholic is an expensive and a long term ordeal The sale and use of alcoholic beverages are controlled by law	Given information regarding the use of alcoholic beverages throughout the world 95% of the students will be able to COGNITIVE 1 List the nations in which alcohol is or is not a problem 2 Identify ways in which alcoholic beverages have been used and are used in nations throughout the world 3 Illustrate how the drinking of alcoholic beverages is an accepted part of U S culture After being shown the film "Alcohol and the Human Body" 95% of all students will COGNITIVE 1 Understand how alcohol is made 2 Know the difference between ethyl and methyl alcohol 3 Recognize the chemical properties of alcohol 4 Compare the effects of alcohol on the body in the following progressive stages (a) Loss of intelligent behavior (b) Decrease in muscular behavior (c) Influence on sense organs (d) Unconsciousness Given a definition of alcoholism all students will COGNITIVE 1 Differentiate between social and problem drinking 2 Understand that alcoholism is not cured but arrested Given the "12 Steps to alcoholism, 95% of the students will COGNITIVE 1 List at least the first 7 steps to alcoholism AFFECTIVE 1 Develop an awareness of alcoholism as a preventive measure for themselves 2 Become impressed with the seriousness of withdrawal (D T s) from alcohol Given some case histories of alcoholics 95% of the students will COGNITIVE 1 Comprehend the effects of problem drinking on a family 2 Know the number of accidents and crime related to alcoholism 3 Know the adverse effects of alcohol on the body Given statistics on the economics of drinking all students will AFFECTIVE 1 Be impressed with the costs of alcoholism to a society Given statistics provided by the National Safety Council and insurance companies relating to traffic fatalities and offenses - alcohol all students will AFFECTIVE 1 Respect the use of alcohol 2 Develop an awareness of the dangers of drinking and driving Given reasons for why people drink, all students will COGNITIVE 1 List these reasons 2 Analyze these reasons 3 Answer the question Are they (reasons) compelling?	Trace the rate of alcohol centered problems in the U S and selected foreign countries Research this subject Alcohol beverages have been used and abused throughout the history of man View the film "Alcohol and the Human Body Investigate and report on the following effects of excessive drinking (a) Resistence to disease (b) Nutritional deficiencies (c) Impairment of nervous and digestive systems (d) Alcohol psychosis (e) Heart and circulation (f) Liver. Give test "Quizz Yoursel'" (18 questions about alocohol) from Pamphlet Thinking About Drinking Public Health Service Bulletin, No 1683 Look up various definitions of alcoholism and report to class Form buzz groups in the class and present each group with a problem related to social drinking Have each group make decisions regarding their assigned problems (Analytical Reasoning) Invite an alcoholic to class and ask him to describe what withdrawal from alcohol is like Attend an Ala Non or Ala Teen meeting and interview some of the members Consult reports by the F B I indicating the number of crimes in the U S associated with alcohol Discuss newspaper accounts of accidents and crimes involving the use of alcohol Discussion How much of a problem exists concerning teen age drinking? Show film "Point Zero Eight" Class Reports Problem Drinking and Crime List some arguments for and against social drinking View and discuss film "Should You Drink?" View and discuss film "99" Bottles of Beer Have a group of students interview adults regarding their reasons for drinking or not drinking Ask students to compile a list of reasons why they think people drink Follow with class discussion Panel Discussion: At what age should one be permitted to drink? Consider legal, social and psychological aspects Visit the "alcoholic unit" at Marcy State Hospital Invite a speaker from Oneida Gouncil on Alcoholism and have him explain the function of this agency Attend an AA meeting Write to the Department of Health Education and Welfare Washington, D.C. ask them for information on federal aid to alcoholics Investigate public attitudes on alcoholism Class Discussion: 1 Does current legislation properly reflect what society desires? 2 Should teen agers be served alcoholic beverages in their homes or in the homes of their friends? Invite a local health officer to class to discuss the State Liquor Code	SOCIAL STUDIES Report on the use of alcohol in other countries Report on the impact of alcoholism on a society Examine the rehabilitation services of alcoholics in the community Review the uses of alcohol in industry and medicine MATH Construct a blood alcohol chart showing the estimated percent of alcohol in the blood by the number of drinks in relation to body weight Look up statistics 1 No of accidents due to drunken driving 2 No of deaths due to alcoholism 3 Cost to the community SCIENCE Make alcohol in the laboratory Note its properties	Students will form groups and each group will discuss, the following problems and make decisions relating to these problems Problem I What does a boy do if his parents ask where he's going, when he is headed for a beer party? (a) Does he tell them about the beer party? (b) Tell them where he'll be, but not mention the beer? (c) Make up a story about where he is going? Problem II What does a family do if the parents are non drinkers and their teen agers are wondering whether to drink? (a) Do the teen agers make the decision on their own? (b) Do parents and teen agers discuss the question together before a decision is made? Problem III What does any young person do if he or she drinks occasionally and finds beer being served at a party? (a) Does he accept the beer anytime anywhere? (b) Ask himself whether he really wants the drink and why? (c) Consider the particular circumstances of this party? Problem IV What does any young person do if he or she is the only non drinker at a party where everyone urges him to have a drink? (a) Does he take one drink sip it slowly and eat a lot? (b) Refuse the drink and say he is in training for football when he is not? (c) Taste a drink and later pour the rest of it down the drain (d) Refuse the drink saying he chooses not to drink Problem V What does a boy do if he feels high when it's time to leave a party and drive his date home? (a) Does he call for a cab? (b) Try to act as if he isn't high? (c) Ask his date to drive if she is a non-drinker? (d) Leave his car and take a lift with a sober friend?	A U Materials Films (Oneida County Council on Alcoholism) 1 Alcohol and the Human Body 2 "99" Bottles of Beer 3 What Time Is It Now? 4 Point Zero Eight Filmstrips: Alcohol - Decisions about Drinking Singer Educ Training Program Chicago, Ill Alcohol - Flip Chart Winston Product for Education Pamphlets & Periodicals: 1 What Everyone Should Know About Alcoholism Greenfield Mass Channing L Bete Co 1968 2 Alcoholism - New York Metropolitan Insur Co 3 Facts on Alcoholism N.Y. The National Council on Alcoholism Inc 4 Alcohol and Alcoholism Public Service Services Pub No 1640 Washington D.C. 5 How to Drink and Stay Sober N.C.A 6 The Modern Approach to Alcoholism N.C.A. 7 We Can Conquer Alcoholism N.C.A. 8 How Teens Set The Stage for Alcoholism A.M.A 9 Alcoholics Anonymous in Your Community A.A. 10 Alcoholism - Booklet P.H.S No 730 BOOKS 1 Sinacore John A Quality of Life The - MacMillan Co 1970 2 Kogan Benjamin M.D. Dr P.H. Man In A Changing Environment Harcourt Brace World Inc New York 1970 3 Ames Maurice Dr You And Alcohol Ramapo House New York 1970 4 Block Marvin A Alcoholism Its Facets and Phases New York John Day Co 1965 5 Carroll, Charles R Alcohol Use Nonuse and Abuse Dubuque, Wm C Brown Co Publishers 1970 Organizations Who Supply Resource Material: 1 Alcoholics Anonymous P.O.Box 459 Grand Central Station New York N.Y. 10017 2 American Medical Association 535 N Dearborn St Chicago Ill 60610 3 National Council on Alcoholism Inc 2 Park Ave N.Y. N.Y. 10007 4- Rutgers Center of Alcohol Studies Box 566, The State Univ Rutgers New Brunswick, N.J. 08903	Give a pre test on alcoholism and then retest after instruction Final evaluation test made out by teacher Test will include both cognitive information and questions requiring reasoning skills

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SUBJECT AREA

HEALTH EDUCATION

UNIT TOPIC

ALCOHOLISM

GRADE AGE LEVEL

10-12 Grade

LENGTH OF UNIT

1½ Weeks
- 2

Submitted by:

Antoinette Gillette

Utica Free Academy

OBJECTIVE, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

AFFECTIVE:

1- Respect the fact that it is not necessary to drink in order to be accepted.

COGNITIVE:

1- Compare the problem of drinking and abstinence of drinking from the following points of view:
  (a) Desire for group approval and acceptance.
  (b) Family patterns.
  (c) Social customs.
  (d) Desire for relaxation and pleasure.
  (e) Boredom.
  (f) Appeals of advertising on television and in magazines.

PSYCHOMOTOR:

1- Refrain from drinking if your experience with drinking has been traumatic.

Given information regarding the rehabilitation of an alcoholic, 95% of all students will:

COGNITIVE:

1- Name the drugs used in the treatment of an alcoholic.
2- Explain the role of psychotherapy.
3- Understand the functioning of A.A.
4- List all the community agencies involved with alcoholism rehabilitation.

PSYCHOMOTOR:

1- Become involved with helping some of these community agencies on a volunteer basis.

COGNITIVE:

1- Know how much money local, state and federal agencies give in aid to alcoholics.

Given information about laws relating to alcohol, 90% of the students will:

COGNITIVE:

1- Analyze the deficiencies in the laws.
2- Know the blood level which constitutes drunkenness in New York State.
3- Know how a person is tested for drunkenness in New York State.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
CHEMISTRY UNIT TOPIC OXIDATION - REDUCTION (Redox) GRADE AGE LEVEL 10 - 12 LENGTH OF UNIT 4 - 5 Weeks Submitted by: Louis Natale & Joseph Rizzo Utica Free Academy	A MAN & HIS PHYSICAL ENVIRONMENT Oxidation and Reduction Gain and loss of electrons during chemical change B MAN AS CREATOR & EXPLORER Oxidation Numbers Artifical device used to keep track of electron migration during redox reactions C MAN & HIS PHYSICAL ENVIRONMENT Oxidizing and Reducing Agents: Substances which accept or donate electrons during redox reactions D MAN AS CREATOR & EXPLORER Half-Reactions: An oxidation - reduction reaction may be resolved into component half-reactions. E MAN AS CREATOR & EXPLORER Balancing redox equations: Electrons are conserved during oxidation - reduction.	A AFFECTIVE 1 Most students will be amazed at the number and diversity of redox reactions 2 Most students will come to appreciate the wide range of application of redox reactions B COGNITIVE 1 70% of students should be able to balance simple redox equations by one of several available methods 2 70% of students should be able to identify the oxidizing and reducing agents in a redox reaction 3 70% of students should be able to list several common oxidizing and reducing agents C PSYCHOMOTOR 1 70% of students should be able to determine the relative reducing ability of a metal by simple series of experimental tests 2 50% of students should be able to carry out the cyclic oxidation-reduction of copper amd obtain the maximum yield of metal	A READ TEXT Journal articles Have class discussion, view films filmstrips and film loops have field trips to local industries and labs where redox reactions are applied perform experiments B READ TEXT Journal articles view films filmstrips and film loops do experiments work out problems on balancing equations C Perform experiments such as: 1 Redox titration 2 Determining activity series of metals 3 Redox cycle View films, filmloops have class discussion read journal articles text, present written reports.	HISTORICAL BACKGROUND 1 The role of the Al chemists 2 Oxygen Primative definition of oxidation 3 Ancient metallurgical techniques BIOLOGICAL ASPECTS 1 Krebs cycle 2 Aerobic vs Anaerobic Processes 3 Photochemical reactions ELECTROCHEMISTRY 1 Electrolysis and Electro Plating 2 Rusting and Corrosion ANALYTICAL CHEMISTRY 1 Redox Titrations ECOLOGY 1 Pollution Effects and some abatement methods 2 Composting MILITARY APPLICATIONS Armaments Explosives. ART AND AESTHETICS 1 The ponorama of nature's color changes in many cases are due to redox reactions.	Given an original experimental problem to solve the student should be able to proceed on his own (with some advice and suggestions, to establish methods and approaches to attacking the problem within the limited framework of time, materials, facilities, safety factors etc. He should prepare alternative procedures and be encouraged to adjust and modify his original plan to cover any problem which may arise The student must be able to justify with sound reasons his choice of method over another The student should be reminded that situations may arise which necessitate modification or perhaps abandonment of his original plans, and that such difficulties are to be expected in any original undertaking In such cases the student should learn from these difficulties to persist in his goal and not be side-tracked or discouraged by the problems which arise along the way The student should be able to communicate intelligently his results and must be prepared to answer criticisms of his own work in a constructive manner. After studying this unit, the student will appreciate more fully the wide application and powerful influence chemistry has had on all aspects of modern living and industrial technology. The student will understand better the benefits and dangers of such an influence in such diverse fields as medicine, agriculture, food processing, ecology, polution, warfare.	Outside Resources: Area colleges institutions and industries Utica College Hamilton MVCC General Electric Solvay Process Norwich Pharmaceutical Bristol Meyers County Health Department Laboratories State Hospital Masonic Research Laboratory Special Metals Corp Indium Corp County Sewage Treatment Public and school related libraries. Mid-York System Modern Learning Aids - Chem Study Films Ohio University Chemistry Series Utica Film Exchange , In Building Materials: School Library (UFA) and department (Science) Reference Library available for large number of books - Text and reference: General and Specific. Journals: General and Specific Magazines: Professional and Student School A-V Department. School Shops for special materials.	A 1 Write a few paragraphs explaining the observed behavior A 2 Write a few paragraphs detailing your suggestions for improvements P 1 Oral or written quiz Keep laboratory notebook P 2 Perform experiment submit results Keep laboratory records Laboratory quiz C 1 Take a short answer quiz C 2 Make graphs Keep neat well organized notebook for laboratory work to be spot checked. Assign problems. Laboratory application C 3 Perform experiment. Keep accurate record in notebook Submit written report. Present oral report on experiment Take laboratory quiz Make activity series chart from experimental data.

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CHEMISTRY UNIT TOPIC CHEMICAL BONDING GRADE/AGE LEVEL 10-12 YEARS LENGTH OF UNIT 4-5 WEEKS	MAN & HIS PHYSICAL ENVIRONMENT. 1. Bonding is a result of electronic attraction of combining particles. MAN & HIS PHYSICAL ENVIRONMENT 2. The rationale for bonding is energy lowering. MAN & HIS PHYSICAL ENVIRONMENT 3. Some atoms band by electron transfer. MAN & HIS PHYSICAL ENVIRONMENT 4. Some atoms bond by electron-pair sharing. MAN & HIS PHYSICAL ENVIRONMENT. 5. Polar Molecules result from electronic assymetry. MAN & HIS PHYSICAL ENVIRONMENT 6. The properties of molecules are a function of their bonding. MAN & HIS PHYSICAL ENVIRONMENT - MAN & HIS ASPIRATIONS. 7. An understanding of bonding principles helps in the development of methods and techniques of chemical synthesis.	AFFECTIVE: 1. Students will marvel and 60% will be able to explain why water freezes in the "triple point demonstration". 2. About 60% of students should be able to suggest improvements to increase the accuracy of an experiment to determine the mole mass of a condensible vapor. PSYCHOMOTOR: 1. About 90% of students will be able to construct a neat labeled graph of the relationship between temperature and volume for a sample of gas. 2. About 80% of students should be able to synthesize a simple binary compound of two elements. COGNITIVE: 1. About 80% of the students should be able to list the general properties of a given compound knowing the type of bonding present. 2. About 90% of students should be able to apply Boyle's Law to a sample of a gas at various sets of conditions. 3. About 90% of students will be able to compare the chemical properties of the elements within a group of the Periodic Table and contrast them with those of elements in other groups of the Table.	A A-1 Read text. Read Journal Articles. Class Discussion. Films. Film Loops. A-2 Perform Experiment of Determination of Mole Mass. Read text. Demonstrations. Class Discussion. Films. Film Loops. P P-1 Prepare Graphs. Discuss Results and compare with others. P-2 Actual synthesis of compound. Reporting results Read text and Journal Articles. Class Discussion. View Films and Film Loops. Historical Perspectives. C C-1 Actual Observations. Read text and Journal Articles. Class Discussion. C-2 Read text. Perform Related Experiments. View Films and Film Loops. C-3 Read text and Journal Articles. Read Supplementary Books. Perform Laboratory Tests on Elements. Oral reports on Elements.	A A-1 General Literature: Read and discuss selections from Lucretius "De Rerum Natura". Technical: Refrigeration devices. A-2 Physics: Discuss Kinetic Molecular Model P-1 Mathematics: Study and graph equations of the straight line, circle, parabola, ellipse, and hyperbola. P-2 History of Science: Read and discuss articles on Alchemy with reference to transmutation principles. C-1 Art and the Occult: Draw or construct chemical symbols used by John Dalton. C-1 Biology: Read about bonding in the DNA molecule and implications for heredity. C-2 History of Science: Peruse Robert Boyle's "The Spring of the Air". C-3 History and Literature: Research and read about the Russia of Mendeleef. Current Society; Custom-made drugs, plastics and plastic products, synthetic textiles. Cosmetology: Hair molecules, bonding, and care of the hair,	Given an original experimental problem to solve, the student should be able to proceed on his own (with some advice and suggestions) to establish methods and approaches to attacking the problem within the limited framework of time, materials facilities, safety factors, etc. He should prepare alternative procedures and be encouraged to adjust and modify his original plan to cover any problem which may arise. The student must be able to justify, with sound reasons, his choice of method over another. The student should be reminded that situations may arise which necessitate modification - or, perhaps, abondonment of his original plans, and that such difficulties are to be expected in any original undertaking. In such cases, the student should be encouraged to learn from these difficulties, to persist in his goal, and not be side-tracked or discouraged by the problems which arise along the way. The student should be able to communicate intelligently his results and must be prepared to answer criticisms of his own work in a constructive manner.	Outside Resources: Area colleges, institutions, and industries. Utica College, Hamilton, MVCC. General Electric, Solvay Process. Norwich Pharmaceutical. Bristol - Meyers, County Health Department, Laboratories, State Hospital, Masonic Research Laboratory, Special Metals Corp., Indium Corp., County Sewage Treatment. Public and school-related libraries. Mid-York System. Modern Learning Aids - Chem. Study Films. Ohio University Chemistry Series. Utica Film Exchange. In Building Materials: School Library (UPA) and Department (Science) Reference Library available for large number of books - Text and reference: General and Specific. Journals: General and Specific Magazines: Professional and Student School A-V Department. School Shops for special materials.	A-1 Write a few paragraphs explaining the observed behavior. A-2 Write a few paragraphs detailing your suggestions for improvements. P-1 Oral or written Quiz. Make graphs. Keep laboratory notebook. P-2 Perform Experiment, submit results. Keep laboratory records. Laboratory quiz. C-1 Take a short answer quiz. C-2 Make graphs. Keep neat, well organized notebook for laboratory work to be spot checked. Assign problems. Laboratory Application. C-3 Perform experiment. Keep accurate record in notebook. Submitt written report. Present oral report on experiment. Take laboratory quiz.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICS **UNIT TOPIC** CIRCULAR & ROTATIONAL MOTION **GRADE AGE LEVEL** 11-12 Years **LENGTH OF UNIT** 5-6 Weeks Submitted by: James Powell Utica Free Academy	MAN & HIS PHYSICAL ENVIRONMENT 1. A rigid body moves in pure rotation if every particle of the body moves in a circle around a central axis MAN & HIS PHYSICAL ENVIRONMENT 2. A rigid object may exhibit both linear & rotational motion concurrently. MAN & HIS PHYSICAL ENVIRONMENT 3. Torque is the rotational analog of force. MAN & HIS PHYSICAL ENVIRONMENT 4. The moment of inertia of a body is the rotational analog of mass. MAN & HIS PHYSICAL ENVIRONMENT 5. Rotational kinetic energy is simply a conventional way of expressing the kinetic energy for a rotating body. MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS ASPIRATIONS 6- Angular momentum is conserved.	AFFECTIVE. 1 The students will be amazed at the effect that mass distribution has no rotation 2 The students will be perplexed at the stability of a gyroscope PSYCHOMOTOR: 1- 90% of the students will be able to measure angles in degrees and radians. 2- 70% of the students will determine angular velocity with a stroboscope COGNITIVE: 1- 70% of the students will be able to solve problems of pure rotational motion. 2- 70% of the students will be able to solve equations relating linear and rotational motion 3- Given the torque and moment of inertia, 75% of the students will be able to determine the angular acceleration and velocity. 4- Without error, 70% of the students will solve problems concerning kinetic energy, moment, torque and angular motion.	1. Perform the following experiments (a) Measure angles in degrees & radians. (b) Find angular velocity with a stroboscope. (c) Determine moment of inertia (d) Analyze the theory of conservation of momentum 2. Read text, journal articles, student reports, biographies and supplementary textbooks 3. View and critique filmloops, transparencies and films. 4. Do assigned problems in text, work sheets and laboratory reports. 5. Deductive Reasoning. After the student has collected his data from the momentum experiment, he will deduce that angular momentum is conserved during inelastic collisions.	MATHEMATICS: Study and graph equations of circles, ellipses and parabolas. CHEMISTRY: Determine the following angular functions of simple molecules and elementary particles: velocity, energy, momentum and acceleration. Research the contributions of W. Pauli to the electronic configuration of the atom ASTRONOMY: Read and discuss articles on the Ptolemy and Copernican system of planetary motion. Research and critique journal articles on space exploration. Read "The Watershed" (A biography of Johannes Kepler). EARTH SCIENCE: Research the effects of the moon's influence on ocean and land tides. Research the cause and effects of atmospheric storms - tornadoes and hurricanes. Read "The Nature of Violent Storms".	An interesting aspect of circular and rotational motion is planetary and satellite motion. With this topic, the physics student is concerned with the physical laws, technological difficulties, and energy requirements, to achieve orbital and escape velocities. Living at this time in history, when his country is at the frontier of interspace travel, the student becomes acutely aware of the immense funding, manpower and natural resources involved in operating the space program. At the same time, our country is entangled with an energy crisis, a depletion of our natural resources, pollution of our environment and a possible food shortage. Confronted with these circumstances, the student is forced to select at least two possible alternatives: (a) Continuation with our space exploration. (b) Concentration of our energies on our domestic problems. This issue should not be considered lightly, and the short and long term benefits of both alternatives should be thoroughly researched. Such investigations would include the political, economic and social impact of each alternative on the people, nation, and world.	FILMS: PSSC Filmloops. Project Physics Film loops. Film Board of Canada TEXTBOOKS: Physics by K.R. Atkins. Physics by Halliday and Resnick. College Physics by Sears & Zemansky The Development of Physical Theories by Stipe. JOURNALS: Scientific American The Physics Teacher Science The Science Teacher AREA INSTITUTIONS: Utica Public Library Utica College MVCC Mid-York Library System SCIENCE BOOKS: Perpetual Motion by A.T. Stewart The Watershed by A. Koestler. The Nature of Violent Storms. Thirty Years That Shook Physics. Sir Isaac Newton by E.N. da C. Andrade.	AFFECTIVE: 1- Write a report giving a logical explanation for the observed phenomenon. This report must include the physical laws of science that are applicable - such as conservation of energy, mass and momentum, etc. PSYCHOMOTOR: 1- Lab reports must include: (a) Very brief description of the observed behavior (b) Neat list of data under appropriate headings. (c) Neatly labeled graphs (d) A defense of your conclusion within experimental error 2- Experimental demonstrations by students. 3- Laboratory quiz. COGNITIVE: 1- Multiple choice questions. 2- Problem Solving questions. 3- Essay questions. (Must include conservation laws). 4- Oral reports. (May include overhead transparencies, demonstrations). 5- Deductive reasoning. Problem solving questions.

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PHYSICS (The story of Man's attempts through the ages to give rational explanations for physical phenomena). **UNIT TOPIC** **TRIUMPH OF MECHANICS** (Historical development of Newtonian Mechanics) **GRADE/AGE LEVEL** 10-12 YEAR **LENGTH OF UNIT** 6 WEEKS	MAN & HIS ASPIRATIONS - MAN & HIS GODS - MAN & HIS PHYSICAL ENVIRONMENT. 1. Man has sought unchanging principles in a physical universe of change. (constancy of mass and momentum).	COGNITIVE: Given the mass and velocity of a body, each student will calculate the momentum without error. COGNITIVE & AFFECTIVE: Given the mass and velocity data for bodies in collision, the student can equate the momentum before collision to the momentum after collision, without error.	Read text. Do assigned problems. Analyze transparencies. View, analyze, report on film loops. View and discuss films. Do and report on experiments: 1 - Collisions in one dimension. 2 - Collisions in two dimensions. Take Stroboscopic photographs of collisions and analyze. (momentum)	ART: Painting "Ancient of Days" by William Blake. Slide collection, "Physics and Painting" from National Gallery of Art. GENERAL LITERATURE: Francis Bacon "Novum Organum". Antoine Lavoisier, "Traite' Elementaire de Chemie." TECHNICAL: Load (mass) problems in moving vehicles - trucks, ships, planes, rockets.	You have a chance to go to a far off place where you can live in a primitive and "natural" way, rejecting the attitudes and developments of Science and Technology. Would you want to: 1 - Go (reject Science). Reject mind over heart. Pollution. Machines of destruction. Scientific and industrial dehumanization, etc. 2 - Stay (accept Science) High standard of living Sophisticated medical knowledge. Long life expectancy. Rational analysis, etc. 3 - Go (with compromise). Accept some Science. 4 - Stay (with compromise). Reject some Science. For two weeks keep a list of daily acts and decisions indicating whether you feel each has been blessed by Science. or Cursed by Science. Then try to answer the original question again.	Project Physics Text - Unit 3, Chap. 9. Project Physics - Chap. 9 Problems. P.P. Transparencies: One dimensional collision. Equal mass two-dimensional collisions. Unequal mass collisions. Inelostic collisions. P.P. Film Loops: Scattering of a cluster of objects. Explosion of a cluster of objects. PSSC Films: Elements, compounds, and mixtures. Elastic collisions and stored energy.	Multiple choice question examination. Periodic written answers to questions. Submit solutions to problems. Submit reports of experiments. Submit analyses of film loops. Discussion of Reader Articles. Student laboratory techniques, attitude, and ingenuity.
	MAN & HIS ASPIRATIONS - MAN & HIS PHYSICAL ENVIRONMENT. 2. Man has found a general constancy (energy) through many transformations.	COGNITIVE: Given the kinetic energy of a body, each student will calculate the heat equivalent without error. COGNITIVE: Given the mass and velocity data for a projectile, each student will calculate the potential and kinetic energy changes in flight.	Read text. Do assigned problems. Read and discuss Reader Articles. Analyze transparencies. View, analyze, report on film loops. View and discuss films. Do and report on experiments: 1 - Heat of fusion of ice. 2 - Ballistic Pendulum. Take Stroboscopic pictures of collisions and analyze. (energy)	ART: Painting "Repast of the Lion", by Henri Rousseau. GENERAL LITERATURE: William Blake, "Dark Satanic Mills". John Donne "and new Philosophy Calls all in doubt." Schelling and Goethe (Naturphilosophie) and the Romantic Reaction. Thoreau - "Walden". TECHNICAL: Engine and Power Plant Efficiency.		Project Physics Text - Unit 3, Chap. 10. Project Physics - Chap. 10, Problems. P.P. Reader Articles: The Steam Engine Comes of Age. The Great Conservation Principles. P.P. Transparencies: Slow collisions. The Watt Engine. P.P. Film Loops: Recoil. Dynamics of a Billiard Ball. Conservation of Energy - Pole Vault. PSSC Films: Conservation of Energy. Energy and Work.	Multiple choice question examination. Periodic written answers to questions. Submit solutions to problems. Submit reports of experiments. Submit analyses of film loops. Discussion of Reader Articles. Student laboratory techniques, attitudes, and ingenuity.
	MAN & HIS PHYSICAL ENVIRONMENT. 3. The behavior of gases and heat can be explained by particles in motion by the Laws of Isaac Newton. (Mechanics)	COGNITIVE: Given the temperature of a gas, each student will calculate the average kinetic energy of the particles of the gas without error. COGNITIVE & AFFECTIVE: Given sets of data, the student will determine unknown quantities using the gas equation PV = NRT.	Read text. Do assigned problems. Read and discuss Reader Articles. View and analyze and report on film loops. View and discuss films. Do and report on experiments: 1 - Behaviour of gases. 2 - Mechanical equivalent of heat.	GENERAL LITERATURE: Robert Frost - "Our Life Runs Down in Sending Up the Clock". H.G. Wells - "The Time Machine". Camille Flammarion - "La Fin du Monde". Sadi Camot - "Reflexions sur la Puissance Motrice du Feu". BIOLOGY: Ecology, technology, and pollution. Gas and Surgery.		Project Physics Text - Unit 3, Chap. 11. Project Physics - Chap. 11 Problems. P.P. Reader Articles: The Great Molecular Theory of Gases. The Law of Disorder. The Arrow of Time. Randomness and the Twentieth Century. Entropy and the Second Law of Thermodynamics. James Clerk Maxwell. P.P. Film Loops: Reversibility of Time. PSSC Films: Mechanical Energy and Thermal Energy.	Multiple choice question examination. Periodic written answers to questions. Submit solutions to problems. Submit reports of experiments. Submit analyses of film loops. Discussion of Reader Articles. Student laboratory techniques, attitudes, and ingenuity.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICS (The story of Man's attempts through the ages to give rational explanations for physical phenomena). UNIT TOPICS TRIUMP OF MECHANICS (Historical development of Newtonian Mechanics) GRADE/AGE LEVEL 10-12 YEAR LENGTH OF UNIT 6 WEEKS *(CONTINUED)*	MAN & HIS PHYSICAL ENVIRONMENT. 4. Wave phenomena can be understood by the motion of particles in concert according to the laws of Issac Newton. (Mechanics)	COGNITIVE: Given two wave forms, the student will determine the resultant wave form by superposition. COGNITIVE & PSYCHOMOTOR: Given materials for Young's Experiment, each student will measure the wavelength of red light within 1000 A° AFFECTIVE: Given Young's Experiment, each student will smile in wonder at the light interference pattern.	Read text. Do assigned problems. Read and discuss Reader Articles. Analyze transparencies. View, analyze, report on film loops. Do and report on Experiments: 1 - "Slinkies". 2 - Sound Resonances. 3 - Micro-wave Standing Waves. 4 - Wave Machines. 5 - Young's Experiment.	MUSIC: Tuning of Musical Instruments. TECHNICAL: Wave Implications in Electric Power Calculations. Vibrations in machines and mechanical structures.		Project Physics Text Unit 3, Chap. 12. Project Physics - Chap. 12 Problems. P.P. Reader Articles: Frontiers of Physics To Day: Acoustics Waves. What is a Wave? Musical Instruments and Scales. Founding a Family of Fiddles. P.P. Transparencies: Superposition. Square Wave Analysis. Standing Waves. Interference Pattern Analyses. P.P. Film Loops: Superposition. Standing Waves in a String. Standing Waves in a Gas.	Multiple choice question examination. Periodic written answers to questions. Submit solutions to problems. Submit reports of experiments. Submit analyses of film loops. Discussion of Reader Articles. Student laboratory techniques, attitudes, and ingenuity.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BIOLOGICAL SCIENCE **UNIT TOPIC** **ANIMAL CLASSIFICATION SYSTEM - INNVERTEBRATES AND VERTEBRATES** **GRADE AGE LEVEL** 11 - 12th **LENGTH OF UNIT** 3½ Weeks Submitted by: Ralph Lupia Utica Free Academy	**MAN & HIS PHYSICAL ENVIRONMENT** 1. Man is in continuous conflict with his community. (a) Living organisms include both protists and animals. (b) Most animals are limited to a specific biotic community. (c) Living things vary in size, shape, color and form. 2. There are 10 major phyla that make-up the animal classification system. (a) Animals are classified according to similarities and differences. (b) Carolus Linnaeus was responsible for developing the classification system in 1758. 3. **MAN AT WORK** There are specific tools and instruments involved in studying the classification system. (a) The microscope is vital in studying protists and protozoa animals. (b) Microviewers can be valuable when looking at the stained specifin of the animal. (c) Dissection kits including instruments are an intricate part in the comparative anatomy approach in classifying lower forms of life (invertebrates) with higher firms (vertebrates). (d) Human senses are poor therefore microscopes are used in detecting microrganisms. 4. **MAN & HIS COMMUNITY**: There is a great diversity of living things on this earth. (a) The microscope can help us see some living things are not visible to the naked eye. (already stated). (b) All living things are made up of one or more cells. (c) All living things can be arranged into related groups. (d) There are specific related terms to be understood to understand the classification system.	1. Given information concerning the classification system, the student will: (a) Identify the difference between protozoa and protists (Cognitive psychomotor). (b) List 10 reasons why animals are limited to specific biotic communities (Cognitive). (c) Explain what adaption to environment, in relation to color, shape, size, and form is. (Cognitive). 2. Given information from 100 classification jars with a handout, the student will: (a) Know the physical char. of each phylumbyl observation and studying. (Psychomotor, cognitive). (b) Study the history classification system and its changes over the years (Cognitive, psychomotor). 3. Given information concerning lab material on the microscope, the student will: (a) Learn the use of the microscope. (Cognitive, psychomotor). (b) Understand how to use the dissecting kits and understand why it is important to compare lower forms of life with higher forms. (Cognitive, affective, psychomotor). (c) Compare the human body senses with the microscope. This will enable the student to realize the importance of scientific instruments. (Cognitive). 4. Given (already stated in 3 (a).) (a) Above. (b) Learn the relationship between cells, tissues, organs, and systems, and their importance in discussing the 'total animal' behavior. (Affective, cognitive). (c) Already stated in 2(a). (d) Study these terms so that the student can learn the significance of the	Reasoning Process - Classification. 1.(a) Field trip to Proctor Park Creek (Environmental Study Trail) or Masonic Home. 2. Use of microscopes to compare and analyze materials. (b) Review of organism's characteristics. (2) Study of physical environment and communities existing in that environment. a. (1) Look at film loops from library from each of the 10 Phylums and compare these to the ones taken from trip. (2) Classification card act. introd. (from IIS Series). (3) Classifying animals in 100 jars into 10 different phylums. 3. (a) Exercise on microscope Introduction (Bio., Sci. Workbook, pg. 9 - Explaining different parts and care for the microscope. (b) Use microviewer slides on protozoa and simple cell - drawing and labeling what you see. (c) Dissect an earthworm and study the evolution of the worm from the flat-round-segmented in relation to their phylum. (d) Experiment with eye optical illusions and eye tests - then do measuring exercises with the microscopes and compare results from data. 4.(a) Using the microscope to look at both plant and animal cells. (b) Observation of different cells with microscope and comparing them with tissue and studying their relationship with organs and systems. (c) Through readings, lectures will be discussed. (Deductive). (d) Transparencies - lecture discussions method will be incorporated with the use of evolutionary handouts.	(1) c. SOCIAL STUDIES Studying man in relation to different cultures. (c) ART CLASS Drawing pictures of a variety of different animals. (2) b. HISTORY: Linnaeus' relationship to his discovery, what events led up to this in 1758. (3) a. PHOTOGRAPH Use camera to take pictures through microscopes for future study. (c) INDUSTRIAL ARTS: Have I.A. students make instruments to help with dissections. (d) ENGLISH: Studying background information on key words used in classification and discussing their origin. (5) a. INDUSTRIAL ARTS: Help making clay molding fossils. (b & c) MATH: Constructing a graph and teaching plotting techniques and methods of the metric system. (6) PSYCHOLOGY & HEALTH: Studying the relationship that make up variation. Ex.: Behaviorism of different animals within different situations. (7) a. SOCIAL STUDIES & HEALTH: Man's reaction to others may affect our environment. (Ecology - pollutions and Hitlers regime during wartime). (b) PHYSICAL ED. & PSYCHOLOGY: 1- Implementation of competition factors our behavior in a society or in a sport. (c) SOCIOLOGY - Competition may be helpful or harmful. (d) HEALTH - Harmful parts of food webs may include parasitic animal causing diseases (Ex': fly disentary).	It is important in value to learn the relationship all animals have with each other and how they affect man's relationship. Pose The Question: Are animals interfering with man's life or is man interfering with animal life? The point should be discussed about the fact that both man and other animals are interfering with each other. Ask: What may be the result of this interference? Also discuss the effect of pollution and hunting in relation to food chains. (3) What value will dissecting animals have on human physiology health wise or scientifically - wise? Hopefully the student will realize the importance in studying and dissecting human anatomy and physiology to health problems. (4) a. In studying the great diversity of life, explain and discuss what role population explosion may have on variation within a species. (b) Explain and discuss the importance of why some animals are becoming extinct and ask how our natural resources have played a role in their extinction. (c) Discussion concerning the importance of our natural resources. (5) Discussion on the evolution of similar animals will lead to how man evolved. From here you may discuss what the so called missing link is and how this affects man's actions. Ask: What makes man more human than animals and actually "What is human?" Organ transplants film strip may be used here in discussing the replacement of artificial limbs and its effect on humaness. Million Dollar Man TV program may enter discussion. (6 & 7) Some species do	(1) Utica Parks: (a) Proctor Park. (b) South Park. (c) Masonic Home. (2) Hand out materials of classification of protozoa. (3) Transparencies. (4) IIS Workbook. (5) Living Things Text. (6) Life Science Text. (7) Classification cards IIS Kit. (3) (a) Microscopes. (b) Microviewers with sets: 1- Animal cells. 2- Pond Life. 3- Cells and Tissues. (4) Other 2 texts mentioned already and IIS work book. (5) Handouts on how to use the microscope. (4)(a) Handouts on classification teams. (b) IIS Workbook. (c) Microscopes. (d) Microviewers. (e) Text books mentioned. (f) Classification animals jars a 100. (g) Filmstrips on reptiles and amphibians. The Animal Kingdom: National Geographics Publication. (h) Filmloops on a 20 animals from all 10 phylums. 5. (a) Graph paper for horse evaluation. (b) Clay (2 blocks). (c) Soap solution. (d) Plastic animal model. (e) Melted wax. (f) Pencil. (g) Beaker and water. (6 & 7) (a) Text books. (b) Transparencies. (c) IIS Workbooks. (d) Field trip to places already mentioned. (e) Filmstrip on Organ Transplants.	(1) (a) Oral presentation. (b) Written presentation. (c) Handouts to be corrected + or – activity. (2) (a) Short summary with correlation with history class on how Linnaeus went about developing the classification system and what changes have taken place over the past 10 years. (3) (a) Subjective judgment on the student's use of the microviewer and microscope. (b) Observation of microscope activities, i.e. looking for protozoa in pond water. (c) Lab activities and handouts to follow the lab segment of the unit will be graded with a + or – score. (4) (a) Essay on what role can man play in the food chain that will help the balance of nature. (b) List ways we can save our natural resources and explain why they must be saved and what will happen if they are not. (c) Evaluation of filmstrips - critique/summary type. (d) Handout activity from IIS lab book. (5) (a) Grade graph (evolution of horse). (b) Essay: 1- What is Human? 2- What effect may selective breeding have in the future and what effect did it have in the past? (c) Evaluation of filmstrips on Humaness. (d) Watch Million Dollar Man and critique program in relation to what we are studying about, what is and is not human. (6 & 7) (a) Evaluate any Jane Goodall's specials on TV. (National Geographic has one a month).

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
BIOLOGICAL SCIENCE UNIT TOPIC ANIMAL CLASSIFICATION SYSTEM - INNVETREBRATES AND VERTEBRATES GRADE AGE LEVEL 11 - 12th LENGTH OF UNIT 3½ Weeks Submitted by: Ralph Lupia Utica Free Academy	These include kingdom - phylum - order - class - sub phylum - genus - species MAN & HIS COMMUNITY 5. Fossils represent the visible remains of prehistoric organisms (a) Fossils show that living things have changed through time (b) Fossil evidence is plentiful especially in the case of the evolution of the horse (c) By examining sets of fossils from specific times in history, scientists learn different stages of development about all living things MAN AS CREATOR AND EXPLORER 6. Individuals differ within each kind of living species (a) Variation is the word used for the difference within a species (b) Because individuals do differ within each species, we may then assume that some with have a better chance of survival than others (Survival of the fittest). (c) Charles Darwin was responsible for developing the theory of natural selection MAN AND HIS INTIMATES 7. All animals interact with each other in some way or another (a) Man has a great effect on other organisms. (b) Competition results in the survival of the strongest species. (or best adapted). (c) All animals fighting for food (competition) are either indirectly or directly part of the food web. (d) Food chains are intricate part of food webs. (e) Some animals may be harmful to a food chain.	relationship between the order of classification from lower to more complex animals. (Cognitive) 5. Given information from the IIS lab book, Idea 2, Inv. 8, the student will (a) Make a fossil out of clay mold and learn how they were formed with supplementary fossil material (Psychomotor - Cognitive) (b) Graph the evolution of the horse from Eohippus to Equus (Psychomotor) (c) Discuss data graphed interpreting why cheek span did usually increase in size. (Cognitive) 6. Given information from survival of the fittest - Idea 2, Investigation 10, the student will be able to: (a) Interpret why variation among species is vital for that particular species (Cognitive). (b & c) Understand Charles Darwin's Theory of natural selection and relate how this may have affected Human Evolution Phylum - Chordata - Mammalia (Cognitive). 7. Given information about the Malaysian Islands, the student will be able to: (a) Be critical of man's use of his natural resources. (Affective). (b) Will demonstrate why competition developes in a stronger species. (Psychomoter). (c) Will construct a food web demonstrating animals found in a typical food web. (Psychomotor). (d) Will list 5 ways in which a population is influenced by its organisms. (Cognitive).	5. (a) Investigation 8 pg. 77 - Idea 2 Evolution IIS. Two blocks of molding clay will demonstrate how to make a fossil. (b) and (c) Investigation 9 - pg. 81 IIS, Idea 2, Evolution Workbook. Graphing with data sheets from 70 million years ago to the present evolutionary data of the horse. (Deductive Reasoning). 6. (a) Idea 2 - Investigation 10 - Evolution Workbook pg. 85. (b & c) "Survival of the Fittest" pg. 89 IIS. Investigation 11. Idea 2. Discussing coloration and adaption techniques of how moths, giraffes, and horses were able to survive over the past 50 million years. It points out that not all did survive but only just the ones best fitted or adapted to the environment. 7. (a) Study of habitat changes over a 10 year period in the Utica area and how man has caused some of these changes. (Deductive). (b) (1) Seal Island - Explains adaption, competition and dominance within a group of the same species. (2) Monkey - Apes - Man. Jane Goodall and Harry Harlow's experiment with baboons and rheusus monkeys can be related to humor behavior. (Child rearing discussion). (c) Food web transparencies and pg. 263, Ecology IIS. (d) Field Trip - to discuss differences - population - community - society.	have a better chance of surviving is discussed in Darwin's Theory of Natural Selection. From this, discuss the possibility of man artifically selecting the human race in the future, for example: (Sperm banks) Who should donate? Will this lead to a specific type of society of selective breeding. Flash-back and discuss Hitler's Genocide Episode in relationship to the Jewish people. Explain how competition factors may come into play.	Transplants: (f) Filmstrips 1- Breeding Tomorrow's Man 2- Transplants and implants 3- Search for Immortality all 3 filmstrips are from Harper & Row Publishers 1973.	(b) Write an essay evaluation of film Monkeys, Apes and Man with discussion of the missing link. (c) Read from history book Hitler's Genocide SS Army and relate to what the possible consequences may be in the future from artificial selection.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
EARTH SCIENCE **UNIT TOPIC** **ENERGY EXCHANGES IN THE ATMOSPHERE** **GRADE AGE LEVEL** 11-12 **LENGTH OF UNIT** 2 Weeks Submitted by: A.S. Militello Utica Free Academy	**MAN & HIS ASPIRATIONS** **MAN & HIS PHYSICAL ENVIRONMENT** 1. Man has sought relationships between atmosphere variables that he has observed locally. 2. **MAN & HIS PHYSICAL ENVIRONMENT** The atmosphere is affected by the following factors: (a) Amount of moisture (b) Temperature (c) Cloud types (d) Pressure (e) Air masses (f) Winds. 3. **MAN & HIS ASPIRATIONS** How is man changing his atmospheric environment?	1 COGNITIVE: Given a set of weather data, students will: (a) Compare locally observed atmospheric variables and derive interrelationships. (b) Hypothesize these relationships based on the evidence they have collected (c) Make predictions of atmospheric changes 2 COGNITIVE: Given a set of data students will be able to compute relative humidity **PSYCHOMOTOR:** Students will be able to operate a sling psychometer **AFFECTIVE:** Student will be able to plan his weekend based on his weather forecast 3 COGNITIVE: Given a set of data, students will analyse effect of atmospheric pollution on environment **AFFECTIVE:** Students will write to their state representative about local polluters. **PSYCHOMOTOR:** Students will set up garbage and trash cans around school grounds.	1 DEDUCTIVE REASONING Read text chapter on weather Do assigned weather problems View and analyze weather transparencies View weather movie Unchained Goddess Complete and report on following lab weather experiments VII B 1A Synoptic weather map VII A 1A Weather Watch analysis Study daily national weather maps 2 DEDUCTIVE REASONING Read text chapter on atmospheric variables, complete following lab exercises and report on same: VII-C-1B Vapor pressure VII C 1A Evaporation VII C 3A Adiabatic cooling and cloud formation. VII-C-3B Dew point cumulus cloud formations. Do assigned weather problems Analyze weather transparencies Make several field trips outside school buildings for purpose of making weather plots of barometric pressure, wind direction, cloud types, wind speed and relative humidity. 3. Visit local sewage disposal plant. By use of water pollution kit make a study of all hydrospheric pollutants including dissolved and suspended materials in the Mohawk River. Have leaders of local industry, who seem to be polluting our local environment, come into the classroom to discuss and defend their industries' position in regard to pollution.	1 ART Make drawings for weather charts Technical gather weather data at the Rome Air Base ENGLISH write short poems on clouds wind and rain MATH - graph weather data for possible correlation. PHOTOGRAPHY take photos of cloud types Civil Engineering Department, State or County. How to construct a weather station 2 SOCIAL STUDIES - Do a historical study on ways in which weather has changed or altered the outcome of battles, countries or peoples' lives INDUSTRIAL ARTS - construction of sling psychometer weather vane weather shed for housing instruments 3 PHOTOGRAPHY - Series of photographs taken of prominent local pollution areas around Utica and vicinity. County Extension Service maps on possible sources of stream pollution. ART - make anti-pollution posters MUSIC - Make up a song dealing with pollution as a theme. GOVERNMENT: - Read up on senate investigations into local pollution matters. Become familiar with laws already on the books regarding pollution and polluters. INDUSTRY - Have speakers from industry be free to come into the classroom to discuss pollution control especially if it involves their industry.	1 & 2 Students are given the problem of setting up a meteorlogical station in two weeks for the purpose of publishing weather forecast and predictions in the school daily bulletin They will be required to construct a weather shed using the principles of physics regarding heating cooling and thermal expansion They will have to consult with colleges on how to construct a building to house meteorlogical weather instruments and also set up wind instruments to record direction and speed of the wind. When their station is completed students will be responsible for its care maintenance and gathering organizing analyzing and interpreting weather data Final conclusion making weather predictions 3. Students will set up senate investigations or hearings dealing with pollution and polluters This committee is asked to put themselves in the position of the New York State Commissioner of environmental conservation. The Commissioner must make a ruling balancing the dangers of air pollution against the economic well-being of a small New York community. Aquaville is a small residential community located near a large city. Early this year an important government military installation was closed in Aquaville and 1000 people lost their jobs. Small businesses in this town have been badly hurt with so many people out of work. A state law gives the Commissioner of Environmental Conservation the authority to close any factory that contributes to air pollution, beyond a specified amount. The law also gives the Commissioner the right to waive the requirements for one year in extraordinary circumstances. The Allied-Luddite Company manufacturers prefabricated steel parts in Aquaville. Its factory emits large quantities of iron oxide into the air. The company has been doing badly for several years and says that it cannot install the necessary antipollution devices now but it would be able to do so in one year when it will be paid for a large long-term government contract. The company argues that if it is forced to install the anti-pollution devices that it would be forced to shut down with a resulting loss of 500 jobs. The student committee is asked to decide how the Commissioner should rule on this issue. It is specifically asked to come up with suggestions about how to deal with the problems created by the strict enforcement of anti-pollution laws such as are mentioned here.	1 Earth Science curriculum project textbook chapter 7 Meteorology textbook by Donn Chapter 16 Weather Analysis and Interpretation 2 ESCP transparencies dealing with air pressure, weather fronts relative humidity cloud types heating and cooling of the atmosphere. ESCP film loops, formation of rain clouds, formation of hurricanes New York State Earth Science supplement to the syllabus labs Dew point - cumulus clouds, formation VII C 3B. Adiabatic cooling VII C 3A. Use of 16 mm film, "Unchained Goddess". Unit VII New York State syllabus in Earth Science: What causes the Weather? United States National Daily Weather Maps. Synoptic Weather Map Lab. VII-B-1A. Meteorology textbook, Donn Chapter 10 Terrestrial or planetary winds. General circulation of The Atmosphere, chap. 12. ESCP text, chap. 8 ESCP Film Loops Use of sling psychometer. Determining relative humidity. Coriolis Effect on Wind Direction. 16 mm Films: Unchained Goddess. Water in the Atmosphere New York State (E.S.) Supplement Lab. Air Water Interaction VII-C-4A. 3. Earth Science Curriculum project. State Supplement. Water Purification. Lab VIII-A-3B. Stream Pollution Lab VIII-A-3A. 16 mm Films: Stream Pollution. Clean Air. National Film Board of Canada Great Lakes.	(1) (a) Teacher made test (b) Oral independent library study of topic and presentation in class (c) Student lab reports (d) Classroom discussion on movie presentations (e) Lab quiz. (f) Ability to make maps graphs and interpret same through "round table" discussions (g) Standardized test questions from review book and old regents. (2) Same as one(1) (3) Same as one(1)

PHYSICAL EDUCATION

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICAL EDUCATION UNIT TOPIC RHYTHMS GRADE AGE LEVELS 9 - 12 LENGTH OF TIME 3 Weeks	MAN & HIS ASPIRATIONS & FEARS 1. Rhythms will increase aspirations and reduce fears. MAN & HIS INTIMATES 2. A member of a group will react to the group behavior through group expression and self expression MAN & HIS SELF IMAGE 3. Through participation, self image, poise and individuality will be increased. MAN AS CREATOR & EXPLORER 4. Through movement exploration, the student creates a mode of communications. MAN & HIS COMMUNITY: MAN AT PLAY 5. Participation will develop and foster understanding of togetherness, cooperation and increase social awareness.	1. SENSORY PSYCHOMOTOR: Given 10 basic movements, 85% of the students will improve their ability in those movements. AFFECTIVE: Given the previous 10 basic movements, 85% of the students will develop greater self-confidence and poise. COGNITIVE: Given movements to develop solving skills, 85% of the students will analyze and simplfy the movements in order to perform an activity without limitations to his own degree of accuracy. 2. AFFECTIVE: Given a floor pattern, 85% of the students performing will increase self-respect and a more positive self-confidence. COGNITIVE: Given a floor pattern, 85% of the students will develop kinesthetic awareness and perceptual skills. SENSORY PSYCHOMOTOR: Given a floor pattern, 85% of the students will develop and improve basic motor skills and fundamental body movements. 3. AFFECTIVE: A. Given the task of group participation, 85% will increase self-respect and develop a more positive self image. B. Given the task of group demonstration, 85% will increase self-control. C. Given the task of group demonstrating, 85% will experience greater feelings of accomplishment, accuracy and personal fulfillment. COGNITIVE: Given a specific routine, 85% of the students will be able to compare and contrast the movements of individual students. SENSORY PSYCHOMOTOR: Given the basic skills, students will perform with balance, poise and rhythm to 85% of accuracy. 4. AFFECTIVE: Given movement exploration, the 85% of the students will become more independent and self-directing. 5. AFFECTIVE: (a) Given group participation, 85% of the students will experience satisfaction through participation. (b) Given group participation, 85% of the students will experience recognition and approval of social acceptance. SENSORY PSYCHOMOTOR Given the opportunity to present a dance, 80% of the students will develop social understanding. COGNITIVE: Given participation in creative movement patterns, 80% of the students will develop interests, skills and hobbies that have lifetime value and application.	1. Individually and in a group, the students will demonstrate movements to music of their own choice. B. The students will perform a routine of their choice which will be a half minute to one minute in length in front of their peers. 2. The students will draw a floor pattern for a group composition. B. The students will criticize, evaluate and judge other routines in relation to their own experience. 3. Individually and in a group, the students will demonstrate movements to music of their own choice. B. The students will perform a routine of their choice which will be a half minute to one minute in length in front of their peers. 4. View a modern dance film to see how different activities are performed and give them incentive for improvement. B. Students will be able to understand the relationship and importance of movements and rhythm through free expression. 5. Students will observe other students participate in a guided discussion and then perform again.	1. MUSIC Through music instruction, the students will be able to distinguish the different musical tempos. 2. SPEECH Students will be able to offer constructive criticism to the performers in order that the students may improve their dances. Having once performed, the students will be able to perform more freely in other classes. 3. Special pre-planning with the Home Economics Department on costume designing. 4. Pre-planning with the English Department will help the student become knowledgeable in the subject of dance and help to develop writing skills and library skills for reference work, enabling the students to write a report on the history of dance. 4. Pre-planning with the Art Department will provide an opportunity to receive recognition in the unit project. Posters will be made to illustrate the different dances. 5. Special preplanning with Social Studies Department as to what countries originated dance. Will give students an appreciation of the contributions other civilizations have made in this area.	1. The students will become aware of consequences of an uncontrolled body in space (Developmental). B. To discuss and analyze the ability to control the body while moving through space (Clarification). 2. The students will be able to help one another as to performance and in doing so give them self-confidence and a better sense of security. (Clarification). 3. The students will be able to help one another as to performance and in so doing give them self confidence and a better sense of security (Developmental). 4. The students will be able to observe, have evidence of movement that can be initiated at different levels, thus giving incentive to explore, create and have good judgment. (Developmental). 5. The students will be able to help one another, as to performance and in doing so give them self-confidence and a better sense of security. (Developmental).	1. The students will furnish their own music for the compositions. 2. Ethnic dances of black people around the world. Creative Dance Vol. I and II. 3. Music for Technique. 4. Improvisation and Dance: Films: Movement exploration on various objects. Concept of Direction of Movement. Further Development of the differences in activities which people do. Control of one's own space. 5. Dance Rhythms.	1. Teacher will individually evaluate skills and exercises by use of a check sheet. 2. A series of oral questions will enable the teacher to determine a student's basic understanding as related to body propulsion in space. A. Where is the center of gravity? B. Where is the balance located in your body? C. Describe your feelings after leaping, turning, falling, etc. 3. Student will be given a written examination on basic movement patterns and dance terminology. 4. A. Self-expression, joy and elation of activity for its own sake. B. Assistance and cooperation with his peers. C. Degree of body control that each possesses. D. Creativity and individuality in developing routines. 5. Teacher will judge originality, form, continuity, fludity and ease in execution. 6. After viewing a video tape replay of their improvisation the students will make a self-evaluation.

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PHYSICAL EDUCATION CONCEPT **UNIT TOPIC** **RHYTHMS** **GRADE AGE LEVEL** 7 - 8 **LENGTH OF TIME** 40 Minutes 3 Weeks	1. PLAY Rhythm will stimulate the innate qualities of the student for greater enjoyment at play.	1 AFFECTIVE: Given a tempo of the music, 80% of the students will correctly express body movement to the tempo. 2 COGNITIVE: Given audio instruction from the record, "And the Best Goes On", 95% of the students will respond correctly to the directions as indicated by the recording. 3 SENSORY PSYCHOMOTOR: Given fundamental movements of eye-hand, hand-foot and eye-foot awareness, 85% of the students will develop basic motor skills necessary for the successful completion of the dance.	The Student will learn: 1. To respond to audio cues. 2. To move in a synchronized pattern set by the tempo of the music. 3. The change of direction, level, focus and size of movements by participation.	1. MUSIC: The student will learn the tempo of music by the definition of a measure and the coordinating of the tempo to body movement. 2. SOCIAL STUDIES: The student will learn the origin of the dance, the occasion or purpose of the dance and materials necessary to make musical instruments. 3. DRAMA: The student will express an awareness of stage acting by movement through space.	1. The student will experience the sadness or joy connected with music and dance. 2. The student will experience a freedom of expression through movement. 3. The student will experience the culture of the people through their dance interpretation. 4. The student will experience the awareness of a partner to interpret a dance. 5. The student will experience the need for play through dance as a deterrent from daily work.	BOOKS: 1. Play with a Purpose. 2. Physical Activities for Girls. 3. Physical Education 7-8. MATERIALS: 1. Stereo Equipment. 2. Records. 3. Mats. 4. Jump Ropes. 5. Apparatus. RECORDS: 1. "And the Beat Goes On". 2. Square Dancing.	1. SKILL TESTS: (a) Basic movement combinations and variations. (b) Development of an interpretive routine. 2. WRITTEN TEST: (Multiple Choice) (a) History. (b) Tempo. (c) Culture. 3. SUBJECTIVE: (a) Participation. (b) Cooperation.

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PHYSICAL EDUCATION UNIT TOPIC GYMNASTICS GRADE/AGE LEVEL 7th & 8th GRADE GIRLS LENGTH OF UNIT 6 WEEKS	MAN & HIS ASPIRATIONS & FEARS. The motion of body propulsion through space, that an object weight centered on another object located above it, is in a supportive state.	1 - Given the "Still Rings" the student will perform, seek, judge, and initiate activities with 75% degree of accuracy. 2 - Given three movements "Skin the Cat", "Birds Nest", "Inverted Hang", the students will demonstrate "one" movement to an 85% degree of accuracy. 3 - Given the movements, the students will analyze and break them down into their elements in order to perform an activity without limitations to his own degree of accuracy.	1 - The students will review a film on "Gymnastics" which will enable them to see how different activities are performed and give them incentive for improvement. 2 - The students will view gymnastic charts to recall the sequence of movements. 3 - The students will observe other students, participate in a guided discussion and then perform again.	1 - Special pre-planning with the Science Department will include working together to coordinate the motivation of students as to practice of movements and understanding of the laws of motion and balance. 2 - Special pre-planning with the Social Studies Department as to what countries originated gymnastics will give students an appreciation of the contributions other civilizations have made in this area.	1 - The students will be able to discuss and analyze the ability to control the body while suspended at certain heights. 2 - The students will be able to identify alternatives so as to meet their objectives. 3 - The students will be able to help one another as to performance and in doing, to give them self-confidence and a better sense of security.	Film - "Gymnastics" - Associated Film Inc., Hill - Grove Ave., La Grange, Ill., 60525 Charts - "Appratus" - Nissen and Company, 930 27th Ave., Cedar Rapids, Iowa, 52406. "Gymnastics" - Don Tanry - P.O. Box 475, Northbridge, Mass., 01534.	1 - In a written paragraph of 50 to 100 words the students will explain that movement in space is governed by balance and laws of motion. 2 - By observing activities, the teacher will observe the degree of acurracy in the student activity. 3 - By observing the performance, the student will show self-confidence and a sense of security to a degree that is satisfactory to the teacher.
	MAN & HIS SELF-IMAGE Poise is important to one's self-image.	1 - Given the "Balance Beam" the students will be able to walk forward, backward and turn on the Balance Beam to an 85% degree of accuracy. 2 - Given the Basic Skills of Mount, Movements and Dis-Mounts, the students will choose or create a routine and strive for a 90% degree of accuracy. 3 - Given the basic skills, students will perform with balance, poise and rhythm to 85% degree of accuracy.	1 - The student will first "walk" and "turn" on the "Low Beam", and then go to the "High Beam" and perform in a like manner. 2 - The students will draw stick figures to characterize the correct method of performance. 3 - Individually the students will demonstrate movements to music of their own choice.	1 - Special pre-planning with the Home Economics Department will develop an understanding of the problems involved in obtaining and maintaining balance, posture, and a body of pleasing proportion. 2 - Special pre-planning with the Muric Department will inter-relate movement to music. Give assistance in the selecting modern, jazz or classical music to blend with the type of routine the student will perform. The student will have choice of percussion, piano or recording used in class.	1 - The students will be able to observe, have evidence of movement that can be initiated at different levels thus giving incentive to explore, create, and have good judgment. 2 - The students will be able to relate to themselves appreciation and awareness of poise and become aware of the consequences of poor posture. 3 - The students will be able to respond to music while rhythmically performing on the Balance Beam.	Book "Body Contouring, Fitness and Poise" by Patricia White, PE 7412 Lyons Department, P.E. 430 Wrightwood Ave., Elmhurst, Illinois, 60126. Cards "Gymnastic Action Cards" by A. Bruce Fredericks, Burgess Publishing Co., Minneaplois, Minn. Records "Music for the Balance Beam" "Music for Floor Exercise" Hoctor Products for Ed., Waldicks, New Jersey, 07463.	1 - Through observation the teacher will determine whether the student has knowledge of and display good habits of personal hygiene, posture and grooming. 2 - By observing the student when presenting the routine used, the teacher will judge originality, form, continuity, fluidity and ease of execution. 3 - With a musical selection, the teacher will observe and evaluate the rhythmic movements performed by the student.
	MAN IN CONFLICT Body control propulsion in space is related to gravity and body weight.	1 - Given the "Trampoline", the students will do the basic skills; Bounce, Drop, Turn and learn Safety precautions to his own degree of accuracy. 2 - Given compulsory routines, the students will be aware of sequence of movements and become efficient in the use of space with 75% degree of accuracy. 3 - Given the basic movements, the students will list and be able to recall his movements and set new goals to increase his own degree of accuracy.	1 - The students will view a film strip "Trampaling" to see how the body is used in space. 2 - The students will perform a routine of their choice which will be a half minute to one minute in length in front of their peers. 3 - The students will criticize, evaluate, and judge other routines in relation to their own experience.	1 - Pre-planning with the English Department will help the student become knowledgeable in the subject of Gymnastics and help to develop writing skills and Library skills for reference work, enabling the students to write a report on history of Gymnastics. 2 - Pre-planning with the Art Department will provide an opportunity to receive recognition in the unit Project-Posters will be made to illustrate the different gymnastics appratuses. They will use poster paper or cardboard, use block or script lettering. Illustration may be done in pen, poster paint, water color or by pictures cut out of magazines.	1 - The students will become aware of consequences of an uncontrolled object in space. 2 - The students will be able to comprehend direction, boundaries and level. 3 - The students will be able to understand the importance of choice and will be able to identify alternatives.	Books "This Is Trampoling" by Frank La Due, Nessen Trampoline Co., Cedar Rapids, Iowa, 52406. "Trampoline Illustrated" by Chuck Keeney. The Ronalds Press, New York, New York Film Strip "Trampoling" Olympic House 57 Park Avenue New York, N.Y. 10016	1 - Observe if the student strives for control in striking with an object. 2 - A series of oral questions will enable the teachers to determine a student's basic understanding as related to body control propulsion in space. Examples: (a) Where is the center of gravity? (b) Where is balance located in the body? (c) Describe your feeling after bouncing, dropping and turning, on the Trampoline. 3 - Through group discussions, the teacher will observe the student as to

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PHYSICAL EDUCATION UNIT TOPIC GYMNASTICS GRADE/AGE LEVEL 7th & 8th GRADE GIRLS LENGTH OF UNIT 6 WEEKS ***CONTINUED***	MAN AT PLAY Movement of the whole body while holding an object with the hand extends eye-hand development as related to total body coordination.	1 - Given the "Wands", the students will develop movements of control with hand apparatus to a 75% degree of accuracy. 2 - Given "Balls", the students will respond to music and will value the ability of eye-hand coordination to their own degree of accuracy. 3 - Given "Jump Ropes" and having mastered the basic techniques, students will be able to create movement with accuracy and form to a 85% degree of accuracy.	1 - The students will work on hand control with the aid of a wand. 2 - Together student and teacher will list and recall other areas in Physical Education in which the skills in ball handling are used. 3 - The students will be able to understand the relationship and importance of movement and rhythm while using an object.	1 - Preplanning with the Industrial Arts Department will display a joint effort in the making of Wands. Assignment: Make wands of beechwood, hardwood dowels or with old broom handles, 36 to 39 inches in length and 1 or 1½ inches in diameter, wands will be enameled in various bright colors. 2 - Pre-planning with the Home Economics Department and Art Department as a joint project will allow the student to make plastic jump ropes by using 3 or 4 plastic bread bags - bags will be cut open and cut into one inch strips, students will use six strips and braid the strips joining new strips with scotch tape.	1 - The students will learn proper control of hand apperatus and be able to re-evaluate their goals. 2 - The students will experience joy and satisfaction derived in developing body and object control to attain their objectives. 3 - The students will comprehend the relationship and importance of movement and tempo in order to perform with harmony.	Book "Introduction to Women's Gymnastics" by Blanche Drury, Andrea Bodo Schmid 1973. Charts "Rhythmic Gymnastics" Set of 5 charts. United Settlement Supply P.O. Box 907 Ansonia Sta., N.Y., N.Y. 10023 Records HLP 4158 "Music for Teaching Rhythmic Gymnastics" HLP.4010 - Vol. Ball & Ropes, Hoctor Products for Education - Waldicks, New Jersey, 07463.	from the attainment of skills). 1 - The teacher will individually evaluate skills and exercises by use of a check sheet. 2 - By observation a teacher will evaluate a student's experience as to: (a) Self-expression, joy and elation of activity for its own sake. (b) Assistance and cooperation with his peers. (c) Degree of object and body control that each possesses. 3 - By using oral discussion the teacher will determine the basic understanding of eye-hand and body coordination.

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PHYSICAL EDUCATION UNIT TOPIC SOCCER GRADE/AGE LEVEL JR. HIGH LENGTH OF UNIT 4-6 WEEKS	1 - CONCEPT: MAN & HIS ASPIRATIONS & FEARS (a) Competition in Soccer will increase aspirations & reduce fears. 2 - CONCEPT: MAN & HIS INTIMATES (a) A member of a Team will react to the behavior of his team mates. 3 - CONCEPT: MAN & HIS SELF-IMAGE (a) Through participation, self-image will be developed. 4 - CONCEPT: MAN IN CONFLICT: MAN IN HIS PHYSICAL ENVIRONMENT (a) Understanding of life as a big conflict through participation on a soccer field 5 - CONCEPT: MAN & HIS COMMUNITY: MAN AT PLAY (a) Participation will develop and foster understanding of togetherness and co-operation.	1 - AFFECTIVE: (a) Develop interest in soccer (b) Develop attitude of team work. (c) Develop understanding of health activity 2 - COGNITIVE: (a) Each student will be able to identify rules infractions. (b) Each student will be able to identify correctly offense & defense formations to be used. 3 - PSYCHOMOTOR: (a) Each student will be able to perform the basic fundamentals of soccer: 1 - Dribbling 2 - Heading 3 - Passing 4 - Kicking (b) Each student will play on a team, so as to develop offense and defense understanding. (c) Conditioning through participation.	1 - Students will draw in detail the regulating soccer field - 2 - Students will be asked to make any sketch of a soccer game that they wish. 3 - Students will be asked to design a uniform for the soccer player to wear - 4 - Students will have to know the dimensions of the field and breakdown of playing time - 5 - Students will be asked to research the game of soccer and answer the question, "why is soccer the most widely played sport in the world?"	Industrial Arts Art Home Economics Math Social Studies	1 - Is being able to kick a soccer ball 50 yards in the air essential to being a good soccer player? (a) Dribbling Why (b) Heading Possibilities Alternatives (c) Passing Consequences 2 - Must soccer goalie be tall and very muscular to be good? (a) Quickness of foot (b) Hand eye coordination Alternatives INTERNALIZATION By the end of season, teacher will note internalization by observation of players, by verbal questionings.	1 - Hartwick College vidertapes of games. 2 - Ithaca College game films. 3 - Hamilton College Game films. 4 - Herkimer County Community College Game films. 5 - Invitation to college & high school soccer coaches in the area to speak to the students. 6 - Copies of the official collegiate Scholastic Soccer Guide made available to the students. 7 - Soccer training films ordered from the Wolverine Sports Supply, Ann Arbor, Michigan 8 - Spectator at soccer games in the area. (High school or college.)	1 - Each student will dribble a soccer ball 40 yards with complete control. 2 - Each student will pass the soccer ball to a team mate with consistency. 3 - Each student will kick the soccer ball for a goal from 30 yards out. 4 - The instructor will observe the student during actual game situations. 5 - The student will be given a written exam that will cover rules & regulations, game strategies, etc.

SOCIAL STUDIES

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SOCIAL STUDIES UNIT TOPIC THE PRE-COLUMBIAN PERIOD GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 5 WEEKS	I MAN IN HIS PHYSICAL ENVIRONMENT: GENERALIZATIONS: The uses of the physical resource base of the world change when technology and culture change. The areal association of unlike things in space changes with people's needs. II MAN & HIS SELF-IMAGE GENERALIZATIONS: When man cannot scientifically explain his derivation and his place in the universe, he may resort to his imagination to make this explanation. The family is the basic unit of a governing structure. Roles of men and women change as technology and culture change. III MAN & HIS COMMUNITY GENERALIZATIONS: Man's quest for peace and order usually results in a combination of peoples to maintain this peace.	AFFECTIVE 1 - After having read about kinship and family among the Iroquois, the student will construct on poster paper either a maternal genealogy or a paternal genealogy, or both, going back to at least his grand-parents. The genealogy must include all first and last names of married females. 2 - Given the opportunity to investigate the patterning of an Iroquois longhouse, the student will compare his home with a longhouse by drawing both plans on paper next to one another. He will also attach to his plans a written paragraph, in ink, of about 30 to 50 words, to point out at least 5 differences in needs of the people of both cultures as shown through their use of living space. COGNITIVE 1 - Within two days after completing a class study of the physical features of New York State, using a desk map size 8½"x 11", and using a color and/or design code, the student will locate the following physical features of New York State: 5 rivers 5 lakes 2 plains 3 plateaus 3 mountains The map must include a key to explain the color and/or design code used on the map. 2 - Using paper and ink, the student will compare 5 roles of Iroquois man and women with 5 roles of men and women today. In a paragraph of about 30 to 50 words, the student will write in ink at least 5 reasons for the similarities or disparities in the roles. The paragraph will be on the same paper as the roles.	I Construct and Design a Genealogy of your Family at least to your Grandparents. (a) Pupils should read "The Great Tree and the Longhouse", chap. 5, re, kinship in Iroquois families. (b) Pupils will plan a layout for their own genealogies. See: I(1) Art I(1) English (c) Pupils will have devised a list of questions to be used with those family members who will aid in the research. See: I(1) English (d) Pupils will construct a genealogy that is clear and self-explanatory. See: I(1) Art II Compare a Longhouse With a Drawing of Own Home. Redesign the Home plan to Suit the Needs of Iroquois Cluture. (a) Read from "The Great Tree and The Long house," pp. 26-28, chap 3, re: Indian space. (b) Pupils will draw a floor plan of their own home or a part of it. See: III (2) Art (c) Pupils will draw up a list of 10 present day needs against 10 Iroquois needs. See: III(2) Home Ec. (d) Pupils will redraw the present-day floor plan, eliminating those things which do not fit Iroquois cultural needs. See: III(2) Art III Locate 5 rivers, 5 lakes, 2 plains, 2 plateaus, 3 mountains in New York State. (a) Read from text on formation of Physical features, and location of physical features. Living in N.Y.: pp. 8-10, 16-22 N.Y.: The Empire State pp. 4-16 (b) Class lesson using wall maps of N.Y. State and desk maps for teaching location of features.	I. Construct and Design a Genealogy of your Family at least to your Grandparents. English of the Soc. Std.: Devise a list of questions to inquire re family. English: Learn to conduct an interview. Art: - Design a lay-out for the family tree. Homemaking: Tie in family background with kinds of cooking. Prepare various ethnic dishes. II. Compare a Longhouse with your own Home Plan. Redesign your present plan for needs of Iroquois Culture. Art: Learn the elements of good design. View A/V materials showing architectural designs. Homemaking: Compare the needs of present day life with those of the Iroquois culture. Ind. Arts: Investigate various methods of construction from Indian longhouses to present day. Include materials used. III. Locate: 5 rivers, 5 lakes, 2 plains, 2 plateaus, 3 mountains in N.Y. State. English or Soc.Std.: Investigate the derivations of names in N.Y. State. Ind. Arts: Construct electric map or other electrical device showing physical features of NYS. Science or Soc. Std.: Learn to read topo maps; investigate geologic history of N.Y. State and construct one in-depth study using a drawing. Math: Learn to use a scale of miles in mapping. Learn to use grid method in changing the size of a given map. Given a map, change its dimensions propor-	The uses of the physical resource base of the world change when technology and culture change. The areal association of unlike things in space changes with peoples needs. SIMULATION EXPERIENCE: Using: topo maps, aerial photos, stereomaps, N.Y. Central R.R. Atlas of the Greater Utica Area, set up a simulation to locate one of six possible types of factories in one industrial area that the N.Y. Central R.R. has designated as surplus land. Atlases have statistics on: educational facilities, educational level of area, tax structure, description of labor force, housings costs, etc. Analysis of each factory's needs is made. Teacher acts as a resource person. Computations may be made as to freight costs, labor costs, etc. Comparisons of various industrial needs for each industry as to least-cost factor and most-profit factor are made. Pupils then decide on a factory and its location and present rationales. At least 3 points must be made to complete the rationale. The point to which pupils: (a) see other views or (b) defend their own views, will show to what	Books: Family Bible for genealogies. Ellis et al: NY-THE EMPIRE STATE Flierl et al: LIVING IN NY Hertzberg - "The Great Tree" and the Longhouse Marriott - "The Kiowa Years" Thompson - GEOGRAPHY OF NY STATE Magazines and Pamphlets: "Focus" - American Geographical Society 1/10/69 "Journal of Geography" - National Geographic Society "House & Garden" "House Beautiful" Atlases: N.Y. Central R.R. Atlas (1965) Richard's Atlas of N.Y. State Film: "The Longhouse People" Film: "The Loon's Necklace" Filmloop: "Land Biom Series" Filmstrip: "Earth, Home of Man." Earth & Its Wonders Museums: Indian Museum State Ed. Bldg., Albany, N.Y. Junior Museum Utica, N.Y. Indian dig - Jamesville-Dewitt School Jamesville, N.Y. Wall map - N.Y. State Cram Co. Topographic maps - U.S. Geologic Survey, Aerial Photos N.Y.S. Dept. of Transportation	Genealogy: (a) Construct a chart on your family background at least to your grandparents. Give entire information including surnames of family members, living or deceased, married or single. (b) Give a 5-minute oral report on your findings above. (c) Write a diary of a real or imaginery member of your family today or in the past for a period of 2 weeks. (d) Panel discussion comparing 2 different genealogies as to: 1 - orgins 2 - kinds of occupations, 3 - number in family The panel discussion should last 10 minutes and should include all of the above or other materials may be substituted. There should also be charts of the family tree. Compare Iroquois Longhouse With Own Home. Redesign your Home to Suit the Needs of Iroquois Culture. (a) Contruct a longhouse using authentic materials showing the areal association of things in space. (b) Write a 150 word report on this longhouse patterning, or (c) Give a 5 minute oral report on the patterning. (d) View longhouse at museum in the State Ed. Bldg., Albany, Write a reaction report of at least 100 words. (e) Write a journal of one day's length on the life of an Indian child in the longhouse. Illustrate it. (f) Construct a detailed model (floor plan) of own home or one room in it. (g) Report (oral or written) on differences in needs of Iroquois and people today. Report must touch on at least 7 differences. (h) Include patterning questions in an objective test given at the end of the unit on the Indians. Locate Physical Features of New York State. (a) Construct a salt-flour map of the state paying attention to correct location of the 17 features requested. Other medium may be used. (b) Be able to change the size of a given map using the grid method. (c) Using an electric map of N.Y.S., be able to answer 80% of the questions correctly. (20 questions on map) (d) Construct a collage showing activities in various physical areas of N.Y. State. Write a 2-3 sentence statement telling the whys of the wheres of the activities. (e) Write a diary of a trip of one week's duration through N.Y. State. (f) Include physical feature items in an objective test at the end of the unit.

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SOCIAL STUDIES UNIT TOPIC THE PRE-COLUMBIAN PERIOD GRADE/AGE LEVEL GRADE 7 LENGTH OF UNIT 5 WEEKS *(CONTINUED)*		SENSORY-PSYCHOMOTOR: 1 - Within 2 weeks after completing a study of the physical features of New York State, the student will construct a map project using salt & flour or electrical components, etc., locating physical features of N.Y. State. The map will contain at least the following elements: 5 rivers 5 lakes 2 plateaus 2 plains 3 mountains A key to the features and directions for use, if an electrical device, must be included. 2 - After a study of the use of masks by the Iroquois, the student will construct at least one mask for role-playing in a drama concerning an Indian myth devised by himself or a group. The drama is to be presented to children in lower grades within one month after the completion of the study of the Iroquois Indians.	(c) Construct a project among which might be one or all of the following (1) salt & flour map See III(1) Art (2) electric map or other device See: II(1) Ind. Arts (3) Cake with a map on it (4) in-depth exploration of one physical feature (5) electric board with questions & answers on it. See: II(1) Ind. Arts (6) collection of pictures on a display board showing physical features. (7) puzzle of physical features. (8) enlarge or reduce size of map using grid system. See: II(1) Science & Math (d) Objective tests on physical features given at end of unit. (e) Reading of topo maps: (1) to learn to put in elevations; (2) to learn to profile. See: II(1) Science (f) Work with a simulation game dealing with locating an industry using areal photos and topo maps. (g) Work with stereoscopic maps and glasses to get a different perspective on maps. IV Compare Role of Men & Women in Iroquois Society with the Roles of Men & Women in Today's Society. (a) Pupils should read from "The Great Tree & The Longhouse," chap. 6, re: roles of men and women. (b) Construct a list of 15 roles of men and women during Iroquois times and today showing: (1) those for women only, (2) those for men only, (3) those for both. See: II(2) Eng.& Science (c) Each pupil will make up at least 2 generalizations concerning the changing roles of men and women. (d) Objective test, categorizing type question, given at the end of the unit or on a final examination re: roles of Indian men and women.	tionately to the original map by increasing or reducing its size. IV. Compare 5 Roles of Iroquois Men and Women with 5 Roles of Men and Women Today. English: Investigate want ad section of newspaper and find 10 roles of men and 10 roles of women today. Science: Investigate and list the differences in make-up in men and women in their adaptability to fill various life roles (at least 6 ways). V. Construct Salt and Flour Map of New York State. Art: Learn about various mediums that may be used in construction. Science or Math: Work with proportions and relationships of one physical feature to another. VI. Draw a Detailed Plan of Your Home. Art: Learn elements of good design by viewing A/V materials. Homemaking: Investigate the needs of people in constructing and patterning space as they did. List 6 different reasons for the different patterns. Anthropology: Investigate the cultural uses of space according to nuclear and extended family concept. List 5 reasons for space being patterned as it was or is. VII. Construct Masks for Role-Playing an Indian Myth of Own Creation. English: Create a story line for Indian myth. Art: Investigate mediums that may be used in the construction of masks. Art or at Home: Construct masks Anthropology: Investigate the use of masks in other cultures. List at least 3 other cultures investigated and the way masks may be used.	degree they have internalized the experience.	Stereoscopic maps and lenses Personal slides taken on glaciers while in Switzerland Visit to Onondaga Reservation	(g) Using a topo map: (1) complete the elevations. (2) profile the area requested. (3) write a land use report of about 50 words. (h) Using a wall map of NYS, point out at least 20 different physical features. (i) Write and illustrate a report of about 150 words on an in-depth study of a particular physical feature. Example: Why Niagara Falls is breaking apart. (j) After dealing with a simulation involving physicial features of New York State, write a decision report of about 100 words on locating an industry in a certain area of the state. Compare Roles of Men and Women in Iroquois Society with the Roles of Men and Women in Today's Society. (a) Report on classified section of the newspaper: (1) 10 minute panel discussion on 10 job classifications; (2) 10 minute panel discussion on job discrimination. (b) Interview older persons re: reaction to roles of men and women today with those of yesterday. Give 10 minute report orally. (c) Interview owner or manager of industry or business re: skills possessed by certain sexes for certain jobs. Give a 10 minute oral report to class. (d) Make 2 generalizations dealing with the changing roles of men and women. (e) View films: "Loon's Necklace" (1) Write own myth having roles of men and women. (2) Construct masks for the roles. (3) Present a 20 minute role-playing experience to other classes. (f) Include role-type questions on an objective test at the end of the unit. (g) Include a category question on the final exam dealing with roles.

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SOCIAL STUDIES **UNIT TOPIC** **HISTORY OF UTICA** **GRADE AGE LEVEL** 7 - 8 Grade **LENGTH OF TIME** 10-12 Weeks Submitted by: Joyce Thomas Ralph Polito Michael Sansone Brandegee School	MAN AND HIS COMMUNITY People in the community from all walks of life share their talents to help me and my family MAN AS CREATOR AND EXPLORER In studying Utica we discover many new and exciting things that are available to us that we did not know existed before.	1. COGNITIVE: Given the 6 dominant nationalities in correct sequence the students will list 2 contributions of the aforementioned to a 70% - 100% degree of accuracy. 2. AFFECTIVE: With access to references students will be able to 1. Dispel myths on various nationalities. (i.e., All Italians kids smell like garlic). A. A debate would be set up and students would dispel this myth through discussion. B. A debate would possibly change students' opinions on various nationalities to a 50%-90% degree of accuracy. 3. PSYCHOMOTOR: Given materials each student will make a collection of items such as: 1 - Models. 2 - Photographs. 3 - A slide presentation, showing the things, people, experiences that have influenced the development of their characters. (a) Models of old buildings, historic landmarks, i.e., schools, monuments, etc. 1 - Students will be required to draw up scaled planes (from photographs) floor plans of models to be constructed. 2 - Photographs that were taken on field trips will be placed on display after being mounted.	A. 1) Nationality buffet. 2) Redoing the statue of Dr. Brandegee. 3) Table model of Iroquois village. 4) Model of Brandegee School 5) Section of Broad Street. 6) Oriskany monument. All models were constructed from sugar cubes and cardboard. B. Filmstrips: 1) Iroquois Nation. 2) Explorers and settlers. C. Field trips: 1) City Hall. 2) Area churches. 3) Schools (Public and private). 4) Historic landmarks. D. Slide presentations: 1) When project is finished, all slides that were taken of models and field trips will be labeled, catagorized and placed in proper sequence. A slide presentation then will be shown to students who participated in project. (Reasoning Skill.)	Home Economics - Buffet ART Redoing statue of Dr. John E. Brandegee Table model of Iroquois village. Models of school, monuments, other buildings. Photographs. Social Studies: Contributions of nationalities, life styles, history of life styles, explorers and settlers, field trips, English: Written material on the above: correct sentence structure, written reports of field trips, slide presentations. Science: Land formation of the Iroquois village. Students will use cardboard and glue to construct a model showing topography of Iroquois settlement. 1 - Rivers 2 - Valleys 3 - Mountains 4 - Underlying rock formations.	At the beginning of the experience, students had various biased opinions of different nationalities. At the end of the specified time, the students will have the option of: 1 - Maintaining their original beliefs as fact and truth. 2 - Being convinced of the importance of the various nationalities from the data they have gathered throughout the project.	Field Trips: 1) City Hall 2) Schools Utica Catholic Academy St. Mary of Mount Carmel Utica College Mohawk Valley Community College 3) Churches St. Mary of Mount Carmel St. Paul Baptist St. Anthony St. Johns 4) Film Strips N.Y.S. series 8 films Explorers and settlers Iroquois nation 5) Photographs Models Slide presentation Written reports	Objective I. Multiple choice test. Fill in the blanks. Essay questions. Observe children's reaction to the experience and note them, comparing the feelings before and after. Making a model Written reports Slide presentation Hall display

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SOCIAL STUDIES UNIT TOPIC THE AGE OF JACKSON 1820-1850 GRADE/AGE LEVEL JUNIOR HIGH: 8th GRADE LENGTH OF UNIT 4½-6 WEEKS	A. One Man can influence an era (a) Self-image (b) Intimates (c) Aspirations & Fears (d) Creator-Explorer (e) Physical environment (f) At work (g) At play (h) In conflict A. 2 Jackson, the man must be discovered through his actions, statements, and the impressions he made on others. B. 1 It is possible to establish nationally acceptable goals and standards. (a) Self-image (b) Community (c) Physical environment (d) At work (e) At play (f) Creator-Explorer (g) Conflict (h) Aspirations & Fears B. 2 The establishment of nationally acceptable goals does not mean all of the stated goals will be either accepted, rejected, or accomplished in one era. Each succeeding generation must do its part to achieve those goals it finds palatable or needed. C. 1 All things are governed by law. (a) Self-image (b) Community (c) Physical environment (d) Creator-Explorer (e) His Gods (f) Work (g) Play (h) Conflict C. 2 In order to fully effect the system of checks and balances in the Constitution, John Marshall had to establish the Supreme Court's power of judicial review through a series of key court decisions affecting the Supreme Court's actions ever since.	AFFECTIVE: 1 - Each student will identify, from a list of ten, five national goals that have remained unchanged from Henry Clay's "American Plan" and defend their inclusion in a list of today's priorities. 2 - Given synopses of John Marshall's Supreme Court decisions, students will prepare and present a debate on: The Court's power of judicial review did/did not improve the individual's dignity before the law. 3 - Given this complete unit, students will prepare & produce a dramatization of the effect of the issues of 1820-1850 on home life as it might have been. COGNITIVE: 1 - Each student will be able to write out at least three character traits of Jackson, the Man, after reading three selections dealing with his position on (a) Florida, (b) The U.S. Bank, and (c) Nullification. 2 - After reading the Webster-Hayne debate on Nullification, each student will explain the position of the North and the South in a paragraph of 50-100 words. SENSORY-PSYCHOMOTOR: 1 - Given a reading from New York-The Empire State, by Ellis, Frost & Fink, on the construction	A. 1 Role playing situation: Jackson has been summoned to a Board of Inquiry concerning his activities in Florida. He has appointed you to be his surrogate. The board is made up of 3 fellow officers (students) and one Senate appointee (the teacher). The Board will, in public hearing, (the class) determine if General Jackson is to be charged with subordination or cleared. You are to defend him as a person, and his actions as an officer. From the dialogue, the class will list as many character traits as possible. A. 2 Half the class will work out a series of cartoons outlining the reasons Jackson gave for opposing the U.S. Bank. The other half will cartoon reasons for its defense. Both will swap & then write an interpretation of each others' cartoons aimed at "exposing the hidden motives" of the Jackson & Biddle cliques. Class discussion and listing of the cliques' motives, should reveal the motives of the leaders & hence something of their character. A. 3 Four students are to present to an otherwise unprepared class, the nullification issue. One will present Webster, a second, Haynes, a third, Calhoun and the fourth, Jackson's views on an unnamed, undated tariff bill & nullification. As little as possible will be said that might identify the issue, dates & personalities. The class will then decide, after discussion, to pass, reject, or amend the bill, deciding which route seems "best" for the nation. Then draw parallels, if any, between Nixon & Jackson policies, as well as the means chosen to present those policies, thereby getting at Jackson's feast at the Jefferson Birthday Banquet. The class must then conclude that the presentation above came from Jackson's time and circumstances. B. Class is to assume they are canal builders. They will make plans to connect Denver and Tulsa by canal to the Gulf of Mexico.. The class will have to prepare materials to "sell" the idea and its impacts (political, economic, social & cultural). A small group is to be die-hards from other parts of the country and object on the grounds that they will have to pay for something that will have only regional impact. Once voiced, these objections must be responded to, and a list of priorities for future development should be made that could be national goals. At least ½ the list should be applicable to today & ½ the list applicable only back in Clay's time. C. 1 Presentation of a synopsis of John Marshall's court decisions, will precede students orally discussing the following points: (a) Did the powers established by Marshall effect the nullification issue? (b) Did Marshall have any lasting effect beyond his courtroom? (c) Did Marshall's decision regarding the Indians's appeal have on Jackson's removal policy?	A.1 English: Skills development in: (a) Role playing (b) Paragraph writing (c) Research (d) Parliamentary procedure A. 2 Art: Skills of cartoon techniques English: Caption writing. A. 3 English: (a) Role playing (b) Comprehension skills B. Art: Preparation of artists' rendering of construction sites. Music (1) Erie Canal era songs. (2) Modification of folk songs to fit the updated situation. English: (1) Research techniques (2) Library use (3) Preparation of written materials. Industrial Arts: (1) Construction of working models of locks &/or boats (2) Hydraulic systems operations. C. English (1) Debate Methods (2) Research techniques (3) Public speaking. Art (1) Prepare a collage depicting the course of a civil or criminal case through the courts. (2) Prepare a mural depicting the interplay of power & its effect upon the individual. D. Home Economics (1) Baking Techniques (2) Discussion of nutrition (3) Processing. English: Following directions. E. Industrial Arts: Design, Tool use & safety, Drawing & Procedure. English: Writing & following directions.	A. 1 A person's actions reveal more about his values than his own words. Role-playing involves the recognition of one's own valuing process while attempting to reveal those of another. A. 2 At the end of the cartooning discussion, the class will answer the question: does cartooning reveal something of the leader's character? What? A. 3 Using today's values is it possible to settle an issue in the same way it was settled about 140 years ago? Do issues have a way of resurfacing? Does technology change only alternatives or does it also change values? B. The perennial conflict of regionalistic versus nationalistic goals should reveal the difference between the pork barrel and the national interest. The list of priorities developed will reveal the class' valuing in terms of regional or national goals. C. Debate should bring about consideration of: (a) Which is more important - the man or the law? (b) Is this a country run by laws or certain men? (c) Can power be reduced to a symbol? D. & E. Comparison of nutritive values available in 1830 and 1973 - which bread is better? F. By attacking the behavior patterns of the groups being	New York - The Empire State by Ellis, Frost & Fink, 166 to 236 inclusive. Exploring American History 4th Ed. by Swartz & O'Connor - Unit 4, pages 173-248 inclusive, Unit 5, pages 249, 254. You And The Nation by Krug & McCall, p. 168, p. 203-236 inclusive. This Is America's Story, 3rd Edit., by Walter, Ludlum, Brown and Anderson, Unit Five pages 263-343 inclusive; pgs. 251-256 and p. 257. Oneida County Historical Society, North Utica Branch Library, Main Branch Utica Library, Munson-Williams, Proctor Institute. Webster's Biographical Dictionary, various Encyclopedias. 8 MM Film Loops by Ealing: 1-Harvesting: The First Machine 2-Early Food processing: Cheese Factory 3-The Beginnings of Industry: Wool into Yarn 4-The Cabinet Maker 5-Saugus Iron Works 6-The Beginnings of Industry: The Horse Drawn Shingle Mill 7-The Village Blacksmith by Coronet: "Living in Early America 1607-1850" Documents - USA by Jack Allen, publ. American Book Company. Part 3 Sec. D: John Marshall Interprets the Constitution. Part 4, The Growth of the Democratic Spirit, Sec. A: States Rights and the Nullification Issue.	A. Write a short paragraph about Andrew Jackson, explaining the kind of man he was, based on your readings. Do not exceed half a page, about 60-70 words and give examples, citing the readings. B. From a list of 10 national goals, select 5 that have remained unchanged since Henry Clay's time and explain why it is possible for such goals not to have changed much, in a paragraph of about 50-100 words. C. Panel discussion or debate of Marshall's decisions, drawing out impact of Marshall's decisions on today's issues. D. Bake & taste the bread, list nutritive values of 1830's bread, and 1973 bread; compare orally, stating preference with reasons. (Home Economics & possibly Science) E. Soundness of wall section. F. In a short paragraph (25 words) explain the meaning of each cartoon or create brief dialogue for each character in the cartoon. G. A critique of the dramatization is to be written by each student from the viewpoint of historical accuracy. The critique is not to be in excess of 200 words.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC THE AGE OF JACKSON 1820-1850 GRADE/AGE LEVEL JUNIOR HIGH 8th GRADE LENGTH OF UNIT 4½-6 WEEKS *(CONTINUED)*	D.1 The state of technology determines resource use. (a) Work (b) Community (c) Intimates (d) Play (e) Aspirations & Fears (f) Gods (g) Creator Explorer (h) Physical Environment D.2 The state of technology & the availability of goods & services often determine not only what is eaten but how it is prepared. E.1 Patterns may be discerned by careful observation. (a) Self-image (b) Intimates (c) Community (d) Physical Environment (e) Work (f) Play (g) Conflict (h) Creator-Explorer E.2 In many instances, cultural patterns may be discerned by observing carefully the food preparation processes & shelter preparation F.1 Real values are often revealed through impromptu social comments. a) Self-Image (e) Play b) Intimates (f) Aspirations & Fears c) Community (g) Gods d) Work (h) Conflict F.2 Behavioral patterns of a society are more often revealed through cartoons and graffiti than books of ettiquete. Such impromptu social comment gives us a view of the values of the people in the era being studied, & gives us a side-view of our own attitudes as well. G.1 Free speech is necessary to the resolution of public issues. (a) Self-Image (d) Aspirations & Fears (b) Community (e) Work (c) Conflict (f) Play G.2 Open discussion of public issues may eventually have a cumulative effect upon goal achievement that may be positive or negative, but such discussion is, of itself, beneficial.	of a log cabin, students will design & construct a section of such a wall in Ind. Arts. 2. Given the dietary habits of 1820-1850, students will be able to select from 5 bread recipes those two that might have been made then & still may be made (one). They will then produce such bread. 3. Given a variety of cartooning techniques by the Art department, students will, after selected, matched readings have been done, draw cartoons critical of 1820-1850 behavioral problems,	Did Marshall's efforts to establish the Court's power of Judicial review do anything to improve the individuals' dignity before the law? D. Collect, compare & select a recipe for bread that might have been made in 1835. Assemble the materials, mix, make and bake, then eat the bread in school. E. Construct a corner wall section of wood using no nails, screws, or glue, 2 feet high & 4 feet long on each side, after reading selections describing log cabin construction. F. Draw cartoons attacking the behavior of a variety of social "types" of the 1820-1850 era, or a variety of topics related to that period. G. Prepare a dramatization of a home scene in 1833, in which a father is to explain why he, as a Westerner, can't understand Jackson's actions at the last Jefferson's Birthday Banquet. The 13 year old son supports the President's actions, the wife and 12 year old daughter don't care to hear the argument, since it interfers with their work of spinning and baking.	F. Art: Cartoon techniques English: Criticism English: Dialogue preparation Industrial Arts: Prop & scenery construction Art: Scenery & set design Home Economics: Costume design & making Reading: Emotion put into lines Music: Work songs of the era.	studied, students will reveal their own values in greater emphasis than their subjects. By discussing and including dialogue, consideration of other's value systems becomes exaggerated and obvious. G. What is important to you and I, here and now, may not be what is important to others then & there.	SRA Paperbacks, America Land of Change by Shapiro, McCrea & Beck. Source of Indentity & Settings of Change (The Social Sciences Concepts & Values) Published by Harcourt Bruce & Jovanovich, Written by the Center for the Study of Instruction, The Yale Chronicles of America Series, edited by Allen Johnson Jefferys & Lomer Volumes 16-27 inclusive.	

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SOCIAL STUDIES **UNIT TOPIC** NEGRO MOVEMENT FOR CIVIL RIGHTS **GRADE AGE LEVEL** 8th Grade **LENGTH OF TIME** 2 Weeks Submitted by: Mrs. Hasiuk Wetmore School	I MAN IN CONFLICT A study of individuals is an effective method of studying history and its implications	AFFECTIVE A. Given an essay question, the student will write a paragraph of 100 - 150 words indicating what he thinks Booker T. Washington meant when he said, "cast down your buckets where you are" B. *AFFECTIVE* Given an essay question the student will write a paragraph of unlimited words defending or criticizing the following statement: Protest and demand was good advice for the black man in his struggle for the black man for equality C. AFFECTIVE Given the proposition "It is important for a person to have pride not only in himself, but in the group he is a member of." The student will, in class discussion support or reject it. D. COGNITIVE: Given 10 pairs of statements, the student will identify by underlining that statement in each pair of statements which tells what Martin Luther King meant by "nonviolent resistance". AFFECTIVE: Given the following quotation by Martin Luther King, "I have a dream ...", the student will write a paragraph of 100 - 150 words explaining what he feels the "dream" was and tell what the student feels he can do to help make this dream come true.	A. Having completed the assigned reading on Booker T. Washington, received the required filmstrips and listened to the accompanying records, the student will react in writing a paragraph of 100 - 150 words to the following question: *Do you strongly agree* or disagree with any of Booker T. Washington's ideas? Explain your answer. B. Having completed the assigned reading on W.E.B. Dubois, received the required filmstrips and listened to the accompanying records, the student will select by underlining, from several statements those related to the advice given by W.E.B. DuBois. C. Having completed the assigned reading on Marcus Garvey, received the required filmstrips and listened to the accompanying records, the student will write a paragraph in defense of the stand he takes on the following statement: "Blacks must carry on their fight for equality alone - without the help of white supporters." D. The student will prepare and participate in a debate. He will choose to defend either of the following statements: 1 - Violence brings hatred and more violence. -or- 2 - Nonviolence brings understanding and dignity. Reasoning System - reasoning skill producing solutions to problems. Given advice of the 4 black Civil Rights leaders, the student in writings, will offer the best solution for gaining equality and dignity for the black man in the U.S.	A LANGUAGE ARTS: The student will learn to infer from context and write a well-organized essay answer. C ART The student will construct a poster conveying the advice given to the black people by Marcus Garvey. D. The student will learn how to prepare for a debate and how to effectively participate in a debate.	A A study and discussion of the philosophies of 4 black civil rights leaders has transpired. The student will now decide by writing a paragraph of unlimited words which one of the four leaders gave the best advice to the black people in their struggle for equality and dignity. The Alternatives Are: 1 - The advice of Booker T. Washington. 2 - The advice of W.E.B. DuBois 3 - The advice of Marcus Garvey. 4 - The advice of Martin Luther King. Analysis: Based on each student's reaction in the written paragraph, the teacher will know the degree of realization to this valuing experience. Internalization: The student will be required to react in writing a paragraph of 100 - 200 words on the 8th grade Social Studies final examination to the following statement: "In their struggle for civil rights, black leaders did not always agree on the proper course of action in achieving their goals." Having viewed the assigned films and listened to accompanying records on the inequalities suffered by the black man throughout history, the teacher will ask the class: "What could the black man do to better his position in society?" Value Clarification: a. Recognizing need for choice: 1. The teacher will introduce the philosophies of four black civil rights leaders. 2. Teacher will offer the following to the class: There were four black men who had different views on how the black man could achieve equality and dignity. Which advice do you feel best fits the black man's needs? b. Alternatives: 1. The advice of Booker T. Washington. 2. The advice of W.E.B. DuBois. 3. The advice of Marcus Garvey. 4. The advice of Martin Luther King. c. Consequences: A student-teacher discussion will transpire indicating the personal, social, and economic consequences of the advice of each of the four men. d & e Free choice & internalization: The student will now decide by writing a paragraph of unlimited words, which one of the four black leaders gave the best advice to the black people in their struggle for equality and dignity. f Re-evaluation (New input-student assumes role of a black man) The student will be required to react in writing on the 8th grade final Social Studies exam in a paragraph of 100 - 200 words to the following statement: "If you were a black man fighting for equality and dignity, whose advice would you have followed and why?" The valuing experience will be evaluated by written assignments in which the student makes a choice and defends it in view of its consequences.	Note: A. The student will use these materials and resources in the study of the four civil rights leaders. 1- The American Adventure Program-Scholastic Book Service - 1970 Volume I, chap. 24. Volume II, chap 9, 28, 30, 31, 32 Volume III, Chap. 3, 10, 13. Volume IV, chap. 28, 29. 2- History Laboratory dittos - Scholastic Book Service - 1970 for chapters assigned. 3- Teacher made dittos on assigned work. 4- Afro American Heritage #223 and #4-3 of the Series of filmstrips and records, 5. The Internalizational Library of Negro Life and History, 1968 (a) Historical Negro Biographies. (b) I Too Am An American.	A. The student will react in writing a paragraph of 100 - 150 words to the following statement: It would be foolish for blacks in Booker T. Washington's day to demand equal rights. B. The student will by writing a paragraph of 100 - 150 words, compare the advice given to the black people in their struggle for equality by Booker T. Washington and the advice given by W.E.B. DuBois. C. The student will write a paragraph of 100 - 150 words in answer to the following question: What do you think were the weaknesses in Marcus Garvey's plan? D. The student will write ina paragraph of unlimited words an answer to the following question: 1a. Was non-violence once the best and only way for blacks to win equality and dignity? 1b. Do you think that it is still the best way?

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SOCIAL STUDIES 9 **UNIT TOPIC** RISE OF COMMUNISM IN CHINA **GRADE AGE LEVEL** 9th Grade **LENGTH OF TIME** 2 Weeks Submitted by: E. Keeler Proctor High School	I. MAN IN CONFLICT A. Imperialistic foreign nations were one factor in the rise of communism in China. B. The masses of China were exploited by corrupt officials and capitalists. II. MAN AS CREATOR AND EXPLORER A. Moa Tsetung has been an important influence in the rise of communism. B. The adjustment of Marxist ideology to a peasant population was a factor in the success of the communist movement. III. MAN AND HIS COMMUNITY A. Efforts to introduce democracy in China were not successful. B. The government's ideology is a determining factor in the law-making of a nation. C. The government's structure is a determining factor in the law-making of a nation. D. The communist government has had great success in moving China forward.	COGNITIVE 1 - Given readings on imperialism in China, each student will be able to determine its negative effects with 80% accuracy. COGNITIVE 2 - Given material to read and one film strip to view, each student will be able to list three reasons for communist success in China. COGNITIVE - AFFECTIVE 3 - Given a film and class discussion, each student will be able to identify four benefits of communist rule in China. COGNITIVE 4 - Given reading material and a film, each student will be able to identify two negative effects of communist rule. COGNITIVE - AFFECTIVE 5 - Given reading material and class discussion, the student will verbally and in written form defend a position regarding which Chinese government (Red or Nationalist) offers the Chinese people the greater benefits. SENSORY - PSYCHOMOTOR - COGNITIVE 6 - Given information regarding the standard of living in the U.S. and China, the student will develop a chart comparing the two in at least four areas. COGNITIVE 7 - The student will be able to pass a teacher-made test (75%) regarding the growth of communist power in China.	1) Relational Reasoning Objective 2 Recognizes relations. Given material to read and one filmstrip, each student will be able to list three causes for the communist take over in China. This demonstration of the student's ability to identify possible cause and effect relationships, proves the student' ability to recognize relationships. 2) Implicational Reasoning Objective 5 Given reading material and class discussion, the student will in written form defend a position as to which Chinese government (Red or Nationalist) offers China the greater potential benefits. This demonstrates the student's (a) Ability to recognize inferential solutions (b) To see implications and possibilities.	1) Formulating ideas in sentence form. English. 2) Developing and interpreting graphs and charts. Math.	1) As related to objective 5 Given reading material and class discussion, the students in written form defend a position as to which Chinese government offers China the greater potential benefits. (a) Problem - the student is faced with a choice between communist dictatorship and capitalist "democracy" (b) Alternatives 1. Red China's system 2. National China's system 3. Other - modifications. (c) Review alternative in light of consequences. 1. The student will be posed the question at the end of this unit. 2. The student will be posed the question again after completion of a unit on recent Indian history and government, with the success and failure of its system. (d) Finally, the student will select a position and be able to defend it in written form.	Texts: Exploring the New Western World - Schwartz & O'Connor Afro Asian Culture Studies - Rosenfeld & Geller. The Afro-Asian World - Kolevzon. Films: China in the 20th Century. The Two Headed Dragon China: The Social Revolution Filmstrips: Living in China Today - SUE China: An Historical Overview - McGraw-Hill. China in Perspective. Roots of Civilization 2 Filmstrips & 2 records - Assoc. Press China in Crisis. Confrontation or Co-existence - Assoc. Press	1) Teacher made essay test asking the student to discuss three negative effects of imperialism in China. 2) Student made chart comparing the standard of living in the United States and China. 3) Teacher evaluation of student's written identification of benefits and disadvantages of communist rule in China. 4) Teacher evaluation of student's written presentation of value judgment regarding quality of the two Chinese governments (Red & Nationalist). 5) Teacher evaluation of the student's written list of three reasons (causes) for communist takeover in China. 6) Teacher made objective test regarding the growth of communism in China.

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SOCIAL STUDIES AFRO-ASIAN WORLD A Culturial Understanding UNIT TOPIC AFRICA: South of The Sahara GRADE/AGE LEVEL 9th YEAR LENGTH OF UNIT 2 WEEKS SUB TOPIC BEING PRESENTED PROBLEMS & PROMISE: Change 1 - Internal Socio-economic Political 2 - External Relations with other nations and states	A. MAN IN CONFLICT MAN AT WORK MAN & HIS COMMUNITY Political and socio-economic stability in many African nations is often disturbed by military coups. (The nation-state concept) relate to our own American history and our problems as an emerging nation. B. MAN & HIS COMMUNITY MAN & HIS SELF-IMAGE MAN & HIS INTIMATES MAN & HIS ASPIRATIONS & FEARS African cultures and societies are varied and complex. Tribalism vs Nationalism: Modern vs Traditional C. MAN & HIS COMMUNITY MAN & HIS ASPIRATIONS & FEARS MAN IN CONFLICT Africa plays an increasingly important role in world affairs. Nation-State concept.	A. Given readings on internal conflict in Nigeria each student will be able to determine the effect of conflict on the socio-economic and political changes in Nigeria (Biafran Incident) to a 100% degree of accuracy. (Cognitive) B. 1 Given material to read and film strip to view each student will be able to compare and contrast two types of city workers to a 100% degree of accuracy. (Cognitive) B. 2 Given an informal role playing situation centering around reasons for entering urban life each student will be able to participate in the role-play and show the extent to which this experience represents a break with the traditional past. (values and mores) to a 100% degree of accuracy. (cognitive) B. 3 Given a list of 12 statements often made about life features of the continent of Africa each student will do research in order to validate or invalidate that is, challenge - all 12 of the statements to a 100% degree of accuracy. (Affective & Cognitive) C. Given readings and presentations on the role of the African nations in the United Nations each student will be able to project the effect of the African Bloc on the deliberations of that world body and defend their reasons with supportive data to 100% degree of accuracy. (Cognitive & Affective)	A. Students will prepare and participate in a panel discussion on the effect of conflict on life in Nigeria (Civil war in Biafra) B. 1 Each student will give a pictorial report comparing and constrasting two types of city workers. B. 2 Each student will participate in a role playing situation to show the extent of the young Africans' break with the past. B. 3 Each student will complete the teacher designed statement sheet. C. Each student will listen to a teacher prepared lecture and film strip and engage in independent research and present a five minute oral presentation to the class on his finding and opinions showing his basic comprehension of the problem,	A. Demonstrates understanding by creative activity incorporating Reading comprehension skills, skill with Oral and Written expression, Form and Composition, Formulation of ideas. B. Creative activity Art and Form utilized; Public Speaking, Drama and Movement, Exposition of Ideas, Skills of Research, use of Library Resources, Skills of Communication. C. Uses source material to obtain data, written expression of ideas/communication skills. NOTE: Cross reference to the development of the American Nation (Federal-State relations; Racism, Conflict of Civil War). Aspects of all the Social Science apply as well as English/Language Arts/ Communication, Art.	RACISM AND ITS EFFECT ON THE DEVELOPMENT OF SOUTH AFRICA - PARALLEL DEVELOPMENT ON THE DEVELOPMENT OF RACISM IN AMERICA Setting: You are Black and the majority of people in your country are black. Blacks have no or little political or economic power. You want to be free to develop and grow in your own country. 1. Student will choose four alternatives for personal action to accomplish the above stated goal. 2. Each student will develop the consequences of each alternative. 3., 4., Each student will analyze the alternatives in light of the consequences and choose the route he wishes to follow defending his choice when necessary. 5. The student will internalize the need for all people to have the kind of freedom he enjoys in America to grow and become the kind of individual he CHOOSES to be. 6. If the student has not internalized the above value when presented with new evidence by fellow classmates or other sources and if he cannot defend his own choice, he will have FLEXIBILITY to evaluate his position on racism.	A. Basic text, Afro-Asian World: A Cultural Understanding American Education Pub., Unit Book - AFRICA: Emerging Nations Below The Sahara Filmstrip: Tribalism & Nationalism Grade Nine World Studies Published by the NYC Board of Education Pages 197 - 225 Teaching About Africa South of The Sahara - Published by the NYC Education Department - pages 78-91 & 154-166 pages 1-10 Possible guest speaker college student from Nigeria attending local college. B. 1 & 2 Filmstrip: Africa in Ferment. Pertinent data in publications listed above. Current newspaper articles from the "New York Times" or "National Osberver". Text: The Ways of Man: An Introduction to many cultures. Pub. by Macmillian & Co. pages 211-223 pages 246-260 Example of statement sheet can be found on page 199 of the NYC Board of Education publication GRADE NINE listed above C. Filmstrip above: Africa in Ferment Basic Text: Afro-Asian World Pertinent data from above listed publications	A. Participation in the Panel discussion and the accuracy of the information used: also a written report along with the oral presentation (100 words minimal). B. 1 & 2 Effectiveness or thoroughness of report: accuracy of information; effectiveness of role-playing. B. 3 Completed statement sheets with defense and/or challenges. C. Essay test (open book) 250 words.

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EUROPEAN CULTURES UNIT TOPIC IMPERIALISM GRADE AGE LEVEL 10 LENGTH OF TIME 2 Weeks Submitted by: Barker Proctor High School	MAN IN CONFLICT MAN AND HIS ASPIRATIONS AND FEARS Nationalism encouraged European nations to engage in imperialism to better their national economies and pride MAN AND HIS SELF IMAGE Imperialist expansion brings changes to the conquering nation as well as to the area conquered.	AFFECTIVE 1 Given selected readings the student will be able to judge whether morality is universal COGNITIVE 2 In class discussion students will identify areas of the world which would engage in imperialism AFFECTIVE SENSORY PSYCHOMOTOR 3 Students will prepare and give a dramatic reading of "The Destruction of Human Life in the Congo". COGNITIVE 4. Based upon readings and class discussions, students will compile and differentiate effects of being conquered and/or being a conqueror AFFECTIVE 5 Given selected readings students will criticize the motives of imperialistic nations. AFFECTIVE 6. Students will write and deliver to the class a poem expressing the attitudes and reactions of the conquered toward the conqueror.	1 Students will read about other societies and compare them to his own Human Adventure U 2 p. 54, 58, 61 Orientation 2. Class discussion will determine imperialistic nations and their motives 3 & 5 Based on readings in Human Ad. part 8, students will speculate on the affects of imperialism on all parties involved 2 Students will define given vocabulary 1 & 4 Students will present to the class a dramatic reading related to behavior of imperialists and discuss it in class. Human Ad., Vol 12, p 107. 2. Maps will be prepared of Europe, North America, South America, Asia and Africa, and show by color the relationship between colonizer and colony. 6. Students will write a poem on attitudes. Students will demonstrate relational reasoning by writing a criticism of the motives of nationalistic motives.	Discuss Jenkin s Theories on Race and Biology Read "White Man s Border" in English	Imperialism good or bad? 1. Students will discuss and express their opinion in alternatives to imperialism (a) Trade agreements (b) War (c) Not imperialism 2. Students will develop consequences for alternatives chosen (a) Would acquire natural resources without antagonism or cost of colonial approaches (b) Hatred (c) End European industrialization (economic stagnation) 3. Students review consequences in light of the alternatives (time-student will choose an alternative and recognize consequence at beginning of unit and again at the end of unit 4. Students will indicate choice in written essay.	Outline maps of South America, North America, Europe, Asia and Africa. Human Adventure Vol 2 Readings in Part Eight Hartcourt, Brace & World N.Y. 1964. Voices of the Past, MacMillan Co., N.Y. 1967 D.C. Heath. & Company 1 - The British in India, 1965. 2 Gandhi 1965 3 - The Scramble for Africa, 1966. 4 The New Imperialism, 1961	Essay exam of 200 words demonstrating that students understand that morality is not universal by using at least 2 other cultures Essay exam of 300 words demonstrating that students can identify imperialists and discuss their motives Class dramatic reading. Student's poem on attitudes.

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SOCIAL STUDIES **UNIT TOPIC** THE IDEA OF EQUALITY **GRADE AGE LEVEL** 10th Year **LENGTH OF UNIT** 4 Weeks Submitted by: Thaddeus Chwazik Proctor High School	I MAN & HIS ASPIRATIONS & FEARS MAN & HIS SELF IMAGE MAN & HIS COMMUNITY MAN & HIS INTIMATES MAN & HIS GODS MAN & HIS ROLE OF CREATOR & EXPLORER Almost everywhere in the modern world mankind has argued for equality, yet barriers and challenges are always apt to arise to stifle equality II MAN & HIS ASPIRATIONS & FEARS MAN AS CREATOR & EXPLORER MAN IN CONFLICT MAN & HIS INTIMATES MAN IN HIS PHYSICAL ENVIRONMENT The effects of society on the equality of mankind are varied and complex and equality of mankind changes as society changes III MAN AT WORK MAN AT PLAY MAN & HIS COMMUNITY MAN & HIS SELF IMAGE MAN & HIS INTIMATES The degree of equality in a society is dependent upon the political, sociological, economic, and religious norms, status, and role within a society	I COGNITIVE A Given readings on the idea of equality each student will be able to determine how western thinkers and religious leaders have argued that all men should be treated equal by preparing at least five analytical questions and answers determining whether or not equality existed in a society to a 80% degree of accuracy B Given a sound filmstrip to view and material to read, students will be able to determine inequalities existed in societies because of the political, social, and economic arrangements by preparing for and participating in a panel discussion on why inequalities existed in a society to a 80% degree of accuracy. II AFFECTIVE A After reading and studying an historical essay, students will discover that equality can enhance the attainment of liberty by granting all men the same political and civil liberties and that equality may also conflict with other ideals, like liberty by preparing for and participating in a class discussion on what problems arise when one believes men should have both total liberty and complete equality to a 100% degree of accuracy B Given a number of historical essays students will discover that the United States, long regarded as the most powerful nation in the world and as a nation most closely identified with the concept of equality may have to re adjust her world relationships in the cause of equality, to a 100% degree of accuracy. III. SENSORY PSYCHOMOTOR A Given this unit, the students will demonstrate an understanding of equality by formulating a survey and interviewing members of the political, social, economic, and religious community regarding their viewpoint of equality to a 100% degree of accuracy. B. Given this unit, the students will demonstrate an understanding of equality by selecting, writing, and producing a short play on the effect of a society on the equality of mankind to a 100% degree of accuracy.	I A Students will recognize order and rules by demonstrating understanding of the material given by creative reading and comprehension skills and the logical formation of ideas B Students will evaluate by demonstrating the ability to view and comprehend visual and printed materials and be able to communicate verbally their formulated ideas II A Students will be able to pose possible solutions to problems by formulating hypothesis regarding solutions B Students will be able to produce a solution to a complex problem appropriately for age level III. A Students will be able to recognize implications, anticipate consequences predict outcomes and foresee problems B. Students will be able to identify cause and effect relationships.	I A Reading comprehension of written material English ability to write effectively Science, anthropology, religion ability to recognize these content areas are concerned with the idea of equality B Reading: comprehension of written material Communication ability to speak publicly: accurately and intelligently II. A Reading: comprehension of written material Communication: ability to speak publically accurately and intelligently B. Sociology: ability to recognize sociological arguments for equality English: ability to write effectively III A Political sciences religious studies sociology, and economics: ability to recognize all aspects of society in these content areas are concerned with the equality of man. B. English: ability to write, produce, and act a short play. Political science, economics, sociology: ability to recognize the role these areas play in determining the degree of equality in a society.	I Western man has always argued for and will continue to argue for equality Students will be able to determine if 1 Some men have roles that make them subordinates 2 If status is inherited or earned. 3 Do all men treat each other with compassion and dignity? 4 Do all men have the same political and civil rights regardless of role status or norms? II Society has always affected and will continue to affect the equality of mankind Students will be able to determine if: 1 Roles of man will change as society changes 2 A person's concept of equality is determined by his choices of political, social, and economic arrangements 3 The extent of equality is determined by one's social class. 4 Interaction between groups determines any degree of equality.	I A The Shaping of Western Society Edwin Fenton, general editor, Holt Rinehart & Winston, Inc., "Reading 46", pp 256 261. B 1 E A V Sound Film strip, "Nineteenth Century Nationalism" 2 The Human Adventure, Vol. II Sydney Eisin, ed., "Child Labor in Factories", pp 3-5 "The Paris Workers in Revolt", pp 12-15. "The Chartists Present a Petition to the House of Commons" pp 17 - 19 "The Revolutions of 1848 in Berlin" pp. 15 17. II. A The Shaping of Western Society, Fenton "Reading 49 pp. 274 278 and record, side 2, band 2, "Mr Hopkins' Will". B. 1 The United States in the World Community, H.S. Covimager, Scott Foreman and Co 2 Views of America Alan Westin, et. al editors, Harcourt, Brace and World, Inc. "My Encounter With Racism in the United States", Hailon Wolde-Giorghis, pp. 228-231. "If the Viet-Cong Were in Alabama," J.B. Adotevi, pp. 231-233. "The Shark and Sardines", Juan Jose Arevals, pp. 258-260. III. All materials given in this unit.	I A Accuracy of information used in a written report and selected oral presentations of the written report B Active participation and accuracy of information used in the panel discussions II A Degree of class participation and accuracy of possible solutions based upon given information B. Effectiveness of report as to accuracy of information and argumentation III A. Effectiveness and choice of questions used in the survey and in the selection process of the people interviewed B. Quality and effort in the writing of or acting out of the play.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** ART & ARCHITECTURE 800 AD - 1450 MIDDLE AGES **GRADE AGE LEVEL** 10th Grade **LENGTH OF TIME** 3 Weeks Submitted by Stanley Krupa Utica Free Academy	MAN AS CREATOR AND EXPLORER 1 - The Medieval Church provided true representation of the idealism of various art forms of the Middle Ages (e g symbolic representation of idealism in art) 2 - The construction of buildings, churches manors represent a technological basic for continual advancement of European society 3 - Illuminated manuscripts as an art form introduce technique of painting, drawings and "art forms" 4 - Art of Middle Ages illustrates a relationship of ideas, concepts and occupation as viewed by early secular art forms. 5 - Art and architectural forms represent a close relationship of human beings as they function in society. 6.- Art and architectural form illustrates the humorous aspects of Medieval Society.	SENSORY PSYCHOMOTOR Given a film strip presentation, pictures, drawing each student to the best of his or her ability should be able to draw the following concepts • 1 Buttress (Stationary and flying) side view 2 Stained Glass Window (simple design) 3 Facade of front view of church (three doors etc steeples, etc) 4 Valuing concept (single design) 5 Gargoyles (students should identify at least 3 out of 5) A Given the above ideas and drawings, students should be able to explain the need and significance of each of the forms (architectural) listed 4 Student through the use of essays, explain the relationship of architecture of Middle Ages as it relates to the religious system or duration of the human living in Europe at the time. COGNITIVE Given a set of pictures, students should list the symbolic items presented in the various paintings. AFFECTIVE ( ) Given the symbolic item (corrected lists) - students should explain in essay form the relationship of at least (5 out of 10) symbols as they relate to the religious experience of the Middle Ages.	1) Draw the basic architectural forms of Gothic Church such as vaulting, buttresses, etc., use of colors or ink or pencil duplicate by machine 2) Assignment to library (during class time) 2 or 3 students to research the names of Gothic Churches in Europe at least 4 3 Compare Madonna & Child of the 1250's with that of 1450's in relation to form and technical workmanship Categorizing Reasoning Skills 4 Each student or group of students of (4 or 5) choose a series of paintings, sculpture or paints, present information of painter (artists) pertinent information as to intent of artistic form 5. Write a bibliography of material and books available to students present in school library, concerning art and architecture of the Middle Ages, 6. Individual study of film strips and resource center library, individual reports - oral or,/ and written.	1 Art, make scale models of Gothic Cathedrals Student should have choices of architectural forms such as vault, buttress, etc 2 Drafting class, draw scale floor plan feature of architectural form 3 Masonry classes, construct arch with Keystone example of Romanesque 4. French, German, and English Gothic and Spanish contributions collection of Languin drawings, describe unique characteristic. 5. Use of Community in the study of Gothic and Romanesque Architecture. 6 Art attempt fresco painting, use of unique form, use of plastic. 7 Draw English Box diagram, or essay indicating the influence of the Gothic Church to the community. 8. Role-playing miracle plays, drama 9. Music - listening and appreciation of music of the Gothic period. 10. Art - study of stained glass window(using plastic stimulated glass kits) or use of colored paper. 11. Art (encourage students to use private camera in the study of architectural forms in their community.	1 Using maps picture physical rests Students should be able to identify at least 3 types of architectural forms 1 Romanesque 2 Gothic 3 Greek Revival 2 Study of historical architecture within the community feasible. Study as to value to community (a) Functional value (b) Aesthetic value (c) Economic value (d) Computation as to relative costs - new construction preservation of the old, evaluation of student school (UFA) allow alternative to new construction or preservation of Hobart and Kemble (decision between traditional and functional of school architecture) 3. Evaluation of the community needs for variety of architectural forms, based on cultural difference.	1 Encouragement of Munson-William Proctor Institute Art library and Oneida County Historical Society 2 Encouragement of Utica Public Library collection of Art materials 3 Resource material - personal Teacher collection of slides, and pictures. 4 Existing historical sites 5 Wood and Stone, M O'Connell. 6. "Historical Preservation", quarterly periodical 7. Scale model of city - found in city hall, explanation of area churches Allan Temko, Notre Dame of Paris Dorothy Mills, Middle Ages Clapham, Romanesque Architecture in Western Europe. Arnold Heigh, Stained Glass of the Middle Ages in England and France Ed Raynor, Famous Cathedrals and Their Stories Mâle Emil, Religious Art in France - 13th Century Films: Humanities Program "Man a Symbolmaker". Civilization Series - Film #2 The Great Thaw - Time-Life Films. Film # 3 - "Romance and Reality". Film # 4 - "Man-The measure of All Things." 709.92 Filmstrip - The Middle Ages 726 " - 4 Great Churches 729.5 " - Ghiberti - Gates of Paradise 729.7 " - Mosaics of Ravenna 751.73 " - Giotto's Life of Christ 751. " - Michelangelo - Sistine Chapel 759.5 " - Michelangelo Collections of pictures, buildings, statues of the Middle Ages - Utica Public Library. Records - Albums, Life-Time Series - Music of Different Eras Artifacts - Examples of Stained Glass Collections of Books on Art of The Middle Ages (Mid-York).	1 Student should be able to distinguish various architectural forms, pictures and slides 2 Include patterning questions in an objective test given at the end of the unit on Art and architecture of the Middle Ages 3 Write an account of medieval architecture in a medieval cathedral 4 Debate on maintaining the traditional forms of architectural versus replacement by modern architectural forms

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
AMERICAN HISTORY UNIT TOPIC AMERICAN PEOPLE GRADE AGE LEVEL 11 Regents level LENGTH OF TIME 3 Weeks SUBTOPICS DEVELOPED 1 Roots of American Culture. 2 Factors that modified the old world culture to 1790 Submitted by: Frances Perritano Utica Free Academy	A The people of the U.S. adopted and adapted the societal patterns of Europe Primarily MAN & HIS ASPIRATIONS & FEARS MAN & HIS INTIMATES MAN & HIS SELF IMAGE MAN & HIS COMMUNITY MAN & HIS GODS MAN AT WORK	A Given a reading assignment and viewing a filmstrip, slides and pictures, each student will be able to determine three aspects of European cultural patterns were adopted in the U.S. (Cognitive) 2 (a) Given primary sources to examine in committee work the student will be able to explain how the colonists promoted the rights of individuals in 5 respects. (Cognitive) (b) A group of students will enact Peter Zenger's own account of his trial (Affective, Psychomotor)	A 1 Oral discussion of old world roots of American culture and formulation of a tentative hypothesis 2 The chairman of each committee will report to the class how their assigned documents defended the rights of individuals (b) The role playing student will explain the importance of the Zenger trial and relate it to problems of today's press	A 1 Relationship of American History and World History continuity of history. Students will bring to class one example of Colonial art appreciation of American paintings and architecture English English influence on American literature Music European influence on American literature 2 A Development of social skills and exposure to primary sources 2 B 1 Drama - role playing	A The student will be taken through the valuing process solving such conflicts as 1 A group of poorer folks in colonial America were unrepresented in their assemblies and yet were compelled to bear the blunt of Indian attacks 2 There was only one church recognized in a colony and only a few were admitted to church membership 3 A group of people in a community felt that formal education was necessary to protect their children from Satan	A BOOKS 1 Todd Curti, Rise of The American Nation, II pp 1 11. 2 Canfield - Wilder Making of Modern America, pp 70 80 3 Morison and Commager, Documents in American History 4 Kownslar - Trezzle Discovering American History pp 69-74 PAMPHLET Scott, Ann, Women In American Life, pp 10 15 FILMSTRIP 1 Eyegate series - Contributions of The British 2 Life series - Practical World of the Colonists PICTURE CARDS American Heritage Series 1- Life in the New Nation 2 The English - Settlers of the New World SLIDES Teacher prepared	A Essay Test 1 Show how our society has been influenced by ideas from Europe in 3 of the following areas Political traditions Artistic styles of expression Economic systems Role of women or 2 Show how 5 of the following cornerstones of American democracy were developed in the colonial period Representative government Religious freedom Freedom of the press Free Public education A written Constitution Religious toleration
	B The inter-relationship of man and his physical environment has contributed to diverse cultural developments Primarily MAN & HIS ENVIRONMENT MAN & HIS COMMUNITY MAN & HIS ASPIRATIONS H FEARS MAN & HIS SELF IMAGE MAN & HIS INTIMATES MAN & HIS ASPIRATIONS MAN AT WORK	B (1) Given readings the student will write a composition comparing the life of a pioneer farmer with that of a farmer today with reference to food, clothing, shelter, recreation. (Cognitive, Affective.) (2) Given a list of 10 character traits of the "average" American, each student will do research to test which characteristics were a result of the frontier with justifications (Cognitive, Affective) (3) Each student will do one of the following activities: (a) Draw a map to show how the frontier influenced the development of transportation in U.S. (Psychomotor) (b) Make a list of words coined by frontiersmen or borrowed from Indians (Objectives) (c) Make a bibliography of 20 sentences with proper citations to show the influence of the frontier in early American literature (Cognitive) (d) After analyzing the lyrics of frontier ballads, student will defend the values expressed in the lyrics.(Affective) (e) Locate a "tall tale" and make a report to the class. (Cognitive). (f) Draw a cartoon illustrating a braggart of the backwoods (Psychomotor.)	B 1- Pictograph discussion to illustrate that art can be a source of historical undertaking of frontier life (Supplemental to readings in objective 1) 2- Oral discussion of transparencies to illustrate how the Indians influenced American character and culture. (Supplemental to research in objective 2) 3- Each student will revise the tentative hypothesis and the revisions will be discussed in class	B 1 Art appreciation or art (a) Pictural discussion relates to appreciation of art of American painters (b) Cartoon (c) Map - also related to geography 2- Related to English (a) Bibliography with correct notations (b) Word list (c) Tall tale of the West 3 Related to Music ballads of west.	B The students will be taken through the valuing process on problems such as: 1 Could there have been a better solution to the Indian problem? 2 Was the government land policy in the frontier a wise one?	B BOOKS 1 Todd-Curti, Rise of The American Nation I, pp 68-74 2- Kontos et ali, America, pp 18-24 3- American Heritage, History of the Great West FILMSTRIPS. 1- Life, Trail Blazers and Indians, slides, Teacher prepared.	B 1 Evaluation of composition comparing the farmer of today, with the pioneer farmer 2- Evaluation of study sheet of character traits. 3- Grading the elected activity listed in B 3
	C The diversity of people within a nation leads for a pluralistic society Primarily MAN & HIS INTIMATES MAN & HIS SELF IMAGE MAN & HIS COMMUNITY MAN & HIS GODS MAN AT PLAY MAN AT WORK MAN AS CREATOR AND EXPLORER	C 1- Given filmstrips to view, students will identify the contributions made by the Negro and immigrant to American culture. (Cognitive) (Affective and Psychomotor.) 2- Each student will do one of the following: 2-(a) Given readings, volunteer students will compare observations of various aspects of American life made by Americans and foreign visitors in a panel discussion. (Cognitive.) (b) Draw a chart or graph to show that U.S. was a nation of immigrants in 1790. (Psychomotor) (c) Make a drawing of the dress or costume of a particular group. (d) Write a first person account (personal experiences) of an immigrant, voyage or a slave voyage to America. (Affective, Cognitive) (e) Prepare a recipe whose origin is of the colonial period.	C 1- Students will make a chart showing the contribution of the Negro and the immigrants to the social, political and economic development of the U.S. 2- Panel discussion of observations made by Americans and foreign visitors. 3- Students will refine hypothesis in light of new evidence.	C Contribution of immigrants chart related to economics - economic developments, home-making - foods, music appreciation - sports - English - literature folklore, science - political science - government - fine arts - paintings and architecture.	C Students will be taken through the valuing process on such problems as: 1- Could there have been a different solution to solve the major problem in colonial America? 2 Was it desirable for the United States to be a melting pot?	C. BOOKS. 1- Todd-Curti, op. cet., pp. 112-20. 2- Kownslor-Trezzle, op. cet., pp. 403-04, 424-26. 3- Scope, Dynamics of Discovery, pp. 25-27, 42-43, 48-60. 4- Bailey, American Spirit, pp. 65-68 FILMSTRIPS: 1- Eyegate series - Contributions of immigrants. 2- Life - America's arts and skills. PICTURES: American Heritage. 1- Life in Colonial America.	C. 1- Evaluation of charts as to completeness and accuracy. 2- Students and teachers will judge panel's work as to thoroughness, accuracy, and presentation 3- Teacher will evaluate other optional assignments

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SOCIAL STUDIES **UNIT TOPIC** **AMERICAN PEOPLE** **GRADE AGE LEVEL** 11 **LENGTH OF TIME** 3 - 4 Weeks **IMMIGRATION: LAW & REACTION** (with unit by Mary Contente, Proctor.)	**MAN AT WORK** Much dislike of immigrants was a concern for the security of one's job Labor unions have generally favored restrictive immigration **MAN HIS ASPIRATIONS AND FEARS** Those different from himself create fear and anxiety Prejudices are learned not inherited **MAN AND HIS SELF IMAGE** In reaction to others, some people take on a "native" concept to protect and shield themselves from free association One's self-image is largely based on views of one's peers. **MAN AND HIS COMMUNITY** The norms of a person's culture influence his views. Bias and prejudice are barriers to understanding others.	**AFFECTIVE** After reading the student will be able to write a 1st person account of an immigrant describing the reactions of "Americans" towards him and his views and feelings about them **AFFECTIVE COGNITIVE** When presented with a series of anti immigrant situations the student will be able to discuss the reasons for those actions and possible solutions to the problems **AFFECTIVE COGNITIVE** After reading about immigration law the student will be able to discuss the interest of those who wrote the laws and his reaction to them **COGNITIVE** After studying immigration law the student will be able to correctly outline the history of immigration law of the U.S., to an 80% degree of accuracy. **SENSORY, PSYCHOMOTOR, AFFECTIVE** In a role of playing situation, the student will be able to take the position of any character in a confrontation of immigrant, native, and employer. **SESNORY - PSYCHOMOTOR - COGNITIVE** The student will be able to create a time line of immigration law to an 80% degree of accuracy.	HORIZONTAL CLASSIFICATION Write a 1st person account of an immigrant discussing the reactions of "Americans" to him including the immigrant's own feelings and reactions RELATIONAL REASONING Have each student examine anti immigrant essays and discuss the reasons for those feelings of the writers VISUALIZATION SERIATIM Have the students compile a chart of the immigration laws of the U.S. including laws, nationality waves, major world events	ENGLISH The student shall read a series of essays short stories, or a novel concerning the life of newly arrived immigrants The student will interview (and report) an immigrant residing in the community. **MATH** Construct a graph showing immigration numbers by year. Label it with reasons for high and low points. **LANGUAGE** Introduce the student to some of the languages spoken by immigrants in the community and discuss the problems of comprehension for the early immigrant **SCIENCE** Study any similarities or differences among nationalities. Discuss myths of differences in base intelligence etc.	**WAS THE REACTION TO IMMIGRANTS JUSTIFIED** Early in the unit the students will participate in an open discussion concerning possible positions one could take. --Students will choose a possible alternative (keep out, selectivity, free entry, quota) --Students will develop possible consequences of the action (protection of jobs, development of master race myth, loss of possible new thoughts and "blood" loss of national identity) --The student will then analyze his alternative in light of the consequences developed throughout the unit. --On of the last days of the unit, the student will present his alternative mentioning also the consequences he now sees.	**AEP Zerox Booklet "Immigrant's Experience."** **"SCOPE" reprints.** **UNIT I NYS syllabus** Filmstrip - Assoc. Press "Nation of Immigrants" Novel - "Grapes of Wrath". "How the Other Half Live." **AEP Zerox Booklet, "Prejudice".** **Population statistics from Almanac.** **U.S. Census Records.** **Local Citizens.** **U.S. Immigration Service.** **Poem Emma Lazarus from the Statue of Liberty** **Film-Zerox - Alstair Cooke's "America" series** **Movie and record, West Side Story** **Books by immigrants or minority leaders.** **Film, "Black History, Lost Strayed, or Stolen."** **Text of Immigration Laws.** **Oath of KKK and Know-nothing.**	Given a group of charts of immigrant statistics, answer a series of questions on them. Also draw a generalization from them. Present a skit of possible solutions to a couple of immigrant problems. Be sure to include possible consequences. Working in a team, make a bulletin board chart of major immigrant groups giving country, time period reason, special problems. Role play a situation in which a student might find himself in a position to immigrate. Term Paper Discussing the reasons for reactions to immigrants (ex.: labor unions, etc., as per. objectives).

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SOCIAL PROBLEMS UNIT TOPIC PENOLOGY GRADE AGE LEVEL 11 - 12 LENGTH OF TIME 6 Weeks Submitted by W. Joseph Taylor Proctor High School	MAN AND HIS COMMUNITY There is a direct relationship between the philosophy of the Quakers and the evolution of the Pennsylvania penitentiary system. MAN AND HIS ASPIRATIONS AND FEARS Brutality breeds fear and fear breeds hostility. MAN IN CONFLICT Rehabilitation can not occur in a punitive setting. MAN AND HIS SELF IMAGE Individual attention should be focused on individuals who show potentiality for anti social behaviors in helping them attain social integration MANY STRAINS OF THE DaVINCI MODEL It is hoped that students will develop generalizations in the form of recommendations for reform	COGNITIVE 1 After a brief summary of colonial Quaker ethics and selections from chapter 22 (Barnes and Teeters) Struggle for Justice chapter 1. 80% of the students will be able to differentiate between the New York and Pennsylvania systems of discipline and identify similar principles in an essay of 200 words 2 - Given the unit on Penology, 60% of the students will be able to develop or design a list of 25 characteristics that a prison interested in rehabilitation should display AFFECTIVE 1 Given selection from Down These Mean Streets, a film, "Voices Inside" and a field trip to Oneida County Law Enforcement Building, 80% of the students will be able to demonstrate empathy for loneliness in a poem of 15 lines 2 After reviewing different theories regarding causation of crime (Merton, Sellin, Sutherland, Lucenti) and after interviewing 2 teachers and 1 counselor, 90% of the students will be able to verbally identify the importance of individual attention toward persons who show anti social behaviors. PSYCHOMOTOR - SENSORY 1 - After selecting 12 students to participate in a previously written set of circumstances attempting to create an atmosphere of fear through mental brutality, most students will be able to react by acting out their feelings to the class 2 - Given the unit on Penology, 50% of the students will be able to role-play at least one problem associated with penal institutions today in such a manner that 80% of the students will identify the problem.	1 In a well written essay of 200 words compare the systems of discipline of New York and Pennsylvania systems (a) Students read reprints of chap. 22 of Criminology chapter 1, Struggle for Justice: Quaker Colonies, chapter III and pictures of Walnut Street Jail, Pittsburgh, Cherry Hill, Auburn and Sing Sing (b) Students then will construct similarities and dissimalarities of rules, comments on prison life by both internal and external authorities and architecture (c) Students then compare findings (Relational Reasoning.) 2 Develop a list of 25 characteristics you think a modern prison, interested in rehabilitation should display (a) Students begin this assignment at the completion of the unit (b) Students use all the materials in Learning Experiences 1-6 (c) Students have the option of either presenting a list or a drawing with the 25 characteristics incorporated (Implicational Reasoning.) 3 Present 15 lines of poetry showing your understanding of loneliness (a) Students use sources cited. (b) Students should begin to be impressed by the words of the authors regarding loneliness (c) Students submit poems to teacher to be typed by students for class publication 4 - Present before the class your findings regarding the importance of giving individual attention to those persons who demonstrate anti social behaviors (a) Students read theories of Sutherland, Merton, Sellin and Lucenti (b) Students spend 1 class period discussing these theories (c) Students will interview 2 teachers and 1 counselor (d) Students will present their findings before the class. (Problem Solution.) 5 - Demonstrate your feelings toward the experiment through role-playing. (a) Students (6) will be selected by the teacher 1 week in advance to the class activity. 3 students will be told to badger, harass and subordinate the other 3 students every possible chance. The 3 receivers will be told to be humble and refuse to defend themselves in any way. All 6 will be told to not relate this to the rest of the class. (b) After 1 week, the experiment will be revealed to the entire class. (c) 6 students will relate their feelings during the experiment. (d) Students in the rest of the class will be asked to divide into groups and present their feelings toward the 6 students in the form of role-playing. 6 - Class will be divided into groups of two. Each pair will demonstrate through pantomine one problem they observed of today's penal institution. (a) Students are divided into groups of 2. (b) Students select a problem and display it in the form of pantomine. (c) Rest of class is asked to identify the problem. (Evaluation.)	2 Develop a list of 25 characteristics that a modern prison, interested in rehabilitation, should display (May be presented in the form of a drawing - ART DRAWING or DRAMA - for oral presentation.) 3. Present 15 lines of poetry ENGLISH.	SHOULD PRISONS REHABILITATE OR PUNISH? Setting Students will assume they have the political and economic power to determine the question. The question will be posed at the beginning of the unit and at the end of the unit (for step # 4.) 1 - Students will choose alternatives as a course for action (punish, rehabilitate, etc.) 2 Students will develop consequences for each alternative (pay society debt, recivism, cost, modify behavior, off the streets etc.) 3 Students will analyze alternatives in light of the consequences (this will be continually done throughout the course as new information is added.) 4 - Students will select an alternative and be able to defend it.	1. (a) Criminology, Barnes and Teeters, chapter 22. (b) Struggle for Justice: A Report on Crime and Punishment, prepared for American Friends, chapter I (c) The American People in the Antebellum North, David Allmendinger, pp. 105-115 (d) Quaker Colonies, David Fisher, chapter 3. 2. (a) All the resources available in objectives 1-6, readings, discussions, field trips, speakers and movies. 3. (a) Down These Mean Streets, Peri Thomas, selected pages (b) "Voices Inside." Mid-York Films. (c) "This Child is Rated X". Mid-York Films. (d) Field Trip to Oneida County Law Enforcement Building. 4. (a) Theories of Crime (Sutherland, Merton, Sellin), composed from Criminology, Barnes and Teeters, and Study of Human Adventure, Thomas and Anderson, pp. 395-96. (b) Lucenti Theory, written by John Lucenti, former student. (c) Teachers and counselors available in building. 5. (a) No resources used except for instructions given to students in learning experience 5 a. 6. (a) All resources available on this page.* * It should be noted that extensive use is made of the Reader's Guide to Periodical Literature for current magazine articles.	1 - Students will write a well-written essay of 200 words showing the differences between the New York and Pennsylvannia systems of penal discipline. 2 - Students will submit a list of 25 characteristics that a modern prison, interested in rehabilitation, should display (may be presented in the form of a drawing). 3 - Students will compose 15 lines of poetry demonstrating empathy for loneliness. 4 - Students will verbally explain reasons for the importance of individual attention in persons showing anti-social behaviors 5 - Students will role play their impressions of the 'fear' experiment. 6 - Students will silently act out at least one problem of penal institutions today in such a manner that most of the class will be able to define the problem.

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AMERICAN STUDIES UNIT TOPIC ECONOMICS GRADE/AGE LEVEL 11th YEAR LENGTH OF UNIT 3 WEEKS	CONCEPTS The single, most relative concept would be MAN AND HIS ASPIRATIONS, however, MAN IN CONFLICT IN HIS PHYSICAL ENVIRONMENT AS CREATOR AT WORK - HIS SELF IMAGE AND HIS COMMUNITY are usable somewhere through the process. GENERALIZATION (For most verbal members of the class) Lack of concensus on economic matters leads to conflict. CONCEPTS - The single most relative concept would be MAN AND HIS ASPIRATIONS, however, MAN IN HIS PHYSICAL ENVIRONMENT AND HIS SELF-IMAGE, in CONFLICT, AND AT WORK are applicable to various points through the process. GENERALIZATION (For the general verbal ability of the majority of the class.) Freedoms without restraints always leads to abuse. CONCEPTS - The single most relative concept would be MAN & HIS ASPIRATIONS, however, MAN IN CONFLICT, & MAN & HIS SELF-IMAGE could also be applicable at points throughout the unit. GENERALIZATION (Should be within reach of the total class) Free enterprise does not mean complete absence of restraint.	COGNITIVE Given an appropriate text book assignment, or teacher identified references to read, the students will identify the major economic activities of the Northern and Southern sections. The students will identify the conflict of economic interests specifically. The students will relate the economic conflict to the political action desired and advocated by each section. Given exposure to teacher selected readings, movies, and film strips, the students will identify and list the abuses of the Captains of Industry as they formed combinations. Students will, from these same exposures seek information and list common factors in the life of factory workers and immigrants. AFFECTIVE Students, by using the information compiled above will write a first person account of their first week's experience as an immigrant laborer of that day and insert his personal feelings and reactions. The account should be limited to 300 words. COGNITIVE Given teacher selected readings, the students will seek and identify early efforts to legislatively place some restraint on industry. It is understood here that the ability to identify legislation implies some understanding of the problem bringing it about is acquired. The students, given further selected readings, will identify and evaluate the nation's attitude toward further legislative restraints up to the New Deal. Students will explore the important aspects of relevant New Deal Laws.	One group of students will take the side of the North and debate their causes with another group who will take the side of the South. A group of more verbal students will research life in the North and life in the South, and write a description of a diarama that would visually depict each area. A volunteer group (probably less verbal) would use the above description to actually build the two diaramas. Other students in accordance with their gifts and abilities could produce a painting or drawing, or write a verbal description of such a painting depicting economic life in the North and South Students will read teacher selected exerpts, not to exceed 30 pages from Ida M. Tarbell's History of the Standard Oil Co. and Upton Sinclair's, The Jungle. Students will read Andrew Carneigie's essay "The Nature of Wealth" and John L. Lewis, "Workers Unite." The students will then conduct a debate on Industrialists vs. Workers.	English and Speech teacher could play some role in the debate. The Librarian could help the students with their research for items to build into the diaramas. The Industrial Arts teacher could help the students with the technical problems of actually building the diaramas. The Art teacher could help the students who were making the drawings and paintings English teachers can assist the students in these reading areas. English teachers could cooperate in using these readings also in their classes. Speech department could assist the students in preparing and delivering the debate. Librarians could assist the students in any necessary research.	Students will be taken through the valuing process on such problems as Shall the tariffs be raised ? See example Will slavery be allowed to go to new territories ? Will slavery be abolished? Students will be taken through the valuing process on such problems as When Companies seek savings on production costs in order to compete, must they be at the expense of labor? Are unions and strikes fair? Students will be taken through the valuing experience with such questions as Shall workers be legislatively protected? Shall industries be legislatively protected?	Movie - Gone With The Wind Library Film Strips: Plantation Life Rise of Big Business History of the Standard Oil Company by Ida M. Tarbell The Jungle, by Upton Sinclair. Film strips Rise of Labor Corporations Movie The Flood of Strangers Booklet The Immigrants Experience American Education Publications (A.E.P.) Series, Education Center, Columbus, Ohio The Nature of Wealth, by Andrew Carneigie Workers Unite, by John L. Lewis Organized Labor, A.E.P. booklet series. Film strip library, The Rise of Labor Unions.	The class and teacher will judge the debate using the following criteria: 1. Degree of research evident. 2. Convincing presentation. 3. Accuracy of rebuttal. The descriptions will be graded on the amount and accuracy of research and how usable are the items to the students who will build the diaramas. The diaramas will be judged and graded on how well they depict the economic life and differences of the two areas. The drawings and descriptions will be graded on quality and effort. Teacher made tests. Example: Recall and list five of the problems an immigrant worker faced that impressed you as being particularly severe. In 200 words or less, explain how you think you might have sought a solution to one of those you listed. The debate would be judged and graded. The students' lists could be collected and graded. Tests could be constructed from the test items suggested at the end of selections in the A.E.P. booklets.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
DOMESTIC AFFAIRS **UNIT TOPIC** URBAN PROBLEMS ALTERNATIVES **GRADE AGE LEVEL** 11 & 12 Elective **LENGTH OF TIME** 4-5 Weeks Submitted by: John W Paquin Proctor High School	MAN AND HIS COMMUNITY - Man's community must be seen as universal in time, space, and in the diversity of its members - Man can create communities to fulfill his needs MAN AND HIS PHYSICAL ENVIRONMENT - There are limits to the alterations that man can safely make in his environment - Man must live within the framework of his environment. - Man makes a part of his environment. MAN AT WORK - A community must integrate meaningful work opportunities into the life of the community. - All people need useful satisfying work MAN AT PLAY - Recreational areas of many different physical and intellectual kinds must be close at hand	COGNITIVE 1 Given the book, Living in Urban America, chaps 1, 2 and 3, students will read and make a list of the factors necessary for human community in the U S in the 1970's 2 Given a street map of Utica, students will identify and outline in different colored inks (a) Residential areas (b) Commercial areas. (c) Manufacturing areas (d) Recreational areas (e) Service facilities AFFECTIVE 3 - Given a physical map of Utica area, students will design a community or communities which will provide the areas in 2 above, in such a way as to most benefit the people while having the least harmful impact on the environment. SENSORY PSYCHOMOTOR 4 Students will construct both 2 and 3 dimensional layout from the design or designs developed in 3 above. AFFECTIVE AND PSYCHOMOTOR 5. Given the format of a documentary film, students will criticize their city making a statement about its strong and weak points in relation to their preception of what a city should be.	1 Students will read Living in Urban America, Fenton & Penna Chaps 1, 2 and 3, with the purpose of developing a list of factors which the student believes as necessary to human communities 2 Utica will be divided into blocks or sectors and one or more students will be assigned to each block with the task of analyzing it in terms of the areas listed in objective column # 2 (Classificatory Reasoning.) 3 - Students will invite and listen to guest speakers who can shed light on Uticas problems Students will write reports which relate speakers points to their topic (Suggested speakers from government agencies, business groups, environmental groups, recreational groups, others.) 4 - Students will design a new community (see valuing experience) (Systematic Reasoning.) 5 - Students will photograph and produce a documentary film (slide or movie and sound) with the working title, "Utica, The City I See".	1 ENGLISH (Humanities) relates to the present unit based on The Humanities In Three Cities - Books related to life in City can be read and reported on. (Utica, for city) - Writing of narration for film 2 MUSIC - students will select composition related to the urban environment to provide a composite theme for film 3 TYPING - letters of request for information, of invitations for visiting speakers, of final reports 4 - SCIENCE (ecology) - analyzing the impact of Utica on the physical environment. - Will write environmental impact statement for proposed construction. 5 - ART - will produce film - Design of new community. - Construction of 3-D model or paintings. 6 - INDUSTRIAL ART - Necessary in both design of community and construction of model.	1 The class will be formed into a task force to plan for the construction of a new community or communities on the present site of Greater Utica. They will organize themselves, choose a chairman and secretary, decide on committees needed and make asignments to these committees, determine within each committee the information needed, collect material, write reports, then determine the best uses for the funds and areas available. They will conclude by presenting a single report and by making a short oral presentation including maps, pictures, and models. The process should take 10 days. Some of the alternatives would include: environment or business, cluster housing or individual home lots, mass transit or individual transportation, integrated living, social integration. 2 - Students will elect to photograph and edit a picture and sound documentary under the working title of "Utica, The City To See". They will edit in such a way as to make a statement about their city and their concept of city. They will write a synopsis to accompany the film which must correlate with the impression given by the film.	AUDIO VISUAL: 1 - Toward The Year 2000: Can We Survive The Future, by the Center for Humanities Inc. 2 - Man Alone in Loneliness: The Dilemma of Modern Society by the Center for Humanities, Inc 3 - The People Problem, From Guidance Associates, Harcort, Brace, & World 4 - Transportation: Where Do We Go From Here?, G.A. - H.B. 5 - The Cities, U.S.A., Guidance Associates, Harcourt Brace & World. 6 - The Cities: People & Their Problems, from N.Y. Times Books, Educational Division TEXTS 1 - The Environmental Master Plan for NYS, from NYSDEC. 2 - Living in Urban America, ed. by Fenton, Penna, Holt Rinehart & Winston (chapters 1, 2 and 3 for everyone - other chapters as needed by committee.) 3 - Geography of Cities, Unit I from High School Geography project of Association of American Geography - MacMillion Co.	1 - Students will write an essay in which they state 4 factors necessary for human community and defend the selection of each factor 2 - On a map of Utica students will correctly designate residential, commercial, manufacturing, recreational areas and service facilities 3-4 Students working as a taskforce on construction of a new community will present a written report and an oral presentation including maps, charts, graphs, pictures and 3-D models. Evaluation of the project will include: (a) Teacher evaluation of total project. (b) Individual student self comment sheet. (c) Evaluation of individual effort and contribution of the group. 5 - Students will show their film, "Utica: The City To See", to the class, leaving opportunity for class discussion and criticism. Evaluation will include (a) A class evaluation or rating. (b) A teacher evaluation based on (1) the creative value of the film and (2) The correlation between the statement made by the film and written synopsis.